

# THE AUSTRALIAN LIBRARY JOURNAL

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ANNUAL REPORT  
REGISTRATION RESULTS  
1955

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Vol. 5, No. 2

Quarterly

April, 1956

THE LIBRARY ASSOCIATION OF AUSTRALIA

Registered at G.P.O., Brisbane, for transmission by post as a periodical

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# THE LATEST BOOKS

## AUSTRALIAN LITERATURE

*A Bibliography to 1938, Extended to 1950, by E. Morris Miller, M.A., Litt.D.: edited with a Historical Outline and Descriptive Commentaries by Frederick T. Macartney.*

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by Kenneth Dodson.

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# THE AUSTRALIAN LIBRARY JOURNAL

Quarterly—Vol. 5, No. 2

April, 1956

EDITOR: HARRISON BRYAN, M.A.

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Formerly

THE AUSTRALIAN INSTITUTE OF LIBRARIANS

Founded 1937

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## REPORT FOR THE YEAR 1955

PREPARED BY THE GENERAL COUNCIL FOR SUBMISSION TO THE  
18th ANNUAL MEETING

With a

## STATEMENT OF ACCOUNTS FOR 1955

## ANNUAL REPORT, 1955

### MEETINGS

Meetings in 1955 were held in conjunction with the Eighth Conference of the Association at the University of Queensland, St. Lucia. The Seventeenth Annual Meeting was held at 9.30 a.m. on Thursday, 25th August, 1955, with the President in the chair and 145 members present. The General Council met on Tuesday, 23rd, and Friday, 26th August, and the President and Executive Officers with the President of the Queensland Branch paid an official call on His Excellency the Governor of Queensland on the morning of 23rd August. The Eighteenth Annual Meeting is to be held in Sydney at 8 p.m. on 21st June, 1956, and the next meeting of Council will be held there on 21st and 22nd June.

### CONFERENCE

The Eighth Conference of the Association with the theme, "Libraries in Modern Democracy", was held at the University of Queensland on Wednesday and Thursday, 24th and 25th August, after being officially opened by His Excellency the Governor of Queensland. In addition to members of the Queensland Branch, 150 members from other Branches attended and all Branches were represented. Conferences have now been held as follows:—

- 1st, Sydney, 11th-13th June, 1938.
- 2nd, Melbourne, 10th-12th June, 1939.
- 3rd, Adelaide, 15th-17th June, 1940.
- 4th, Canberra, 14th-16th June, 1941.
- 5th, Hobart, 16th-19th April, 1946.
- 6th, Sydney, 10th-13th October, 1947.
- 7th, Melbourne, 2nd-4th July, 1951.
- 8th, Brisbane, 24th-25th August, 1955.

A change in procedure was made for the Eighth Conference which, for the first time, was organised on the "working party" plan with the five Sections each meeting as a separate working party and reporting to plenary sessions of the Conference. The programme was published in the *Journal* for July and editors have been appointed who are at present preparing the proceedings for publication. No specific provision was made for social activities, but the Library Board of Queensland and the Queensland Branch provided most generous hospitality.

It may be a valid criticism that too much business was attempted within a too rigid time-table; thirty resolutions, many with more than one element, were carried by the full Conference and subsequently considered by the General Council and the work of implementing these will continue in 1956. One feature of the Conference was an address to a plenary session in the Lord Mayor's room, Brisbane City Hall, by Dr. Luther H. Evans, Director-General of UNESCO. The Association's thanks have been expressed to the University of Queensland for the accommodation and other facilities provided which contributed so much to the success of the Conference.

### MEMBERSHIP

The number of members continues to increase although, as pointed out in the last annual report, the Association is still not large enough to be entirely self-supporting.

Membership figures as at 31st December, 1954, were:

Professional Members, 305; Corporate Members, 301; Members, 1,358; total, 1,964.

There has thus been a total increase of 304 in the number of members during the year.

Membership as at 31st December, 1955, was as follows:—

| Branch              | Professional Members | Corporate Members | Members | Total |
|---------------------|----------------------|-------------------|---------|-------|
| A.C.T. ....         | 26                   | 4                 | 76      | 106   |
| N.S. Wales ....     | 142                  | 170               | 674     | 986   |
| Queensland ....     | 21                   | 20                | 134     | 175   |
| Sth. Australia .... | 24                   | 17                | 105     | 146   |
| Tasmania ....       | 23                   | 14                | 56      | 93    |
| Victoria ....       | 61                   | 72                | 474     | 607   |
| West Australia .... | 15                   | 18                | 36      | 69    |
| Corresponding       | 10                   | 53                | 23      | 86    |
| Total .....         | 322                  | 368               | 1,578   | 2,268 |

### THE OBJECTS OF THE ASSOCIATION

The objects of the Association are:—

- (1) To promote, establish, and improve libraries and library services.
- (2) To improve the standard of librarianship and the status of the library profession.
- (3) To promote the association for the foregoing objects of persons, societies, institutions and corporate bodies engaged or interested in libraries and library services.

The work of the Association towards these objects has been carefully reviewed by the General Council, and it should again be stressed that its role must be primarily to inform, advise, and persuade rather than actively to perform. It can not be, for example, nor should it be, the function of the Association to provide from its limited resources finance for desirable projects that are properly the responsibility of the community which benefits from them. This was the policy adopted with such success by the Free Library Movement twenty years ago, and by following it the Association has this year played a leading part in having created an Australian Advisory Committee on Bibliographical Services whose work may prove to be of the utmost importance in the spread of knowledge in this country.

### BRANCHES AND SECTIONS

The general organisation of the Association, and particularly communications between Branches and Sections have been closely watched by the General Council with

the object of ensuring proper co-ordination of effort. Proposals have been considered for changing the fundamental structure of State and Territorial Branches, which has existed since 1937, by providing that members may belong either to a Branch, that is a regional unit, or to a Section, that is a unit based on special interest, but objection was sustained on the ground that the function of a Branch is to unite members within its area irrespective of special interest. Difficulties arising from the large area involved were anticipated in the constitutional provision for Regional Branches which may be formed in a smaller area than a State, and the activity of the one Regional Branch so far formed, the New South Wales Central Coast Branch, has demonstrated the value of this provision. Inevitably, because of population distribution, a State Branch tends to become in effect the Regional Branch of its metropolitan area, and Council has adopted a resolution favouring the establishment of more Regional Branches wherever possible and has asked Branches to make a survey and report in that connection.

The method of financing Branches and Sections has been altered to bring about a more equitable distribution of funds. Hitherto Branches received two-fifths of the paid-up subscriptions of their members and during 1955, after the earlier system of irregular grants, Sections were paid one-fifth of such subscriptions. This was cumbersome and to some extent ineffectual, besides making no provision for finance for Regional Branches. Accordingly, a new system, which may be regarded as partly experimental, has been introduced with effect from 1st January, 1956, and the relevant By-law has been amended to read as follows:—

3.23 "The Honorary General Treasurer shall pay £50 to each Branch, Regional Branch, and Section, as soon as practicable in the first month of the financial year, and a further £10 in each year for every hundred financial members, or part thereof, of each Branch, Regional Branch and Section, as the case may be, in excess of one hundred, and a further £5 in each year to each Section for each of its Divisions".



By-law 5.4 relating to Sections' financial powers has also been amended to make it uniform with the similar By-law, 4.4, relating to Branches. Special additional grants of £25 were made to each Section in August and the Executive has been empowered by resolution to make a grant of £100 to a Branch or Section for any particular object at its discretion.

The Australian Capital Territory Branch submitted a draft constitution to the General Council. This was approved with the exception of two sections which were disallowed as incompatible with the Association's Constitution and By-Laws.

#### COMMITTEES

The *Committee on Book Postage* appointed in 1954 met several times, and after reviewing the available information, including the history of previous inquiries, recommended that no further action be taken at present towards obtaining concessional postage rates on informational books sent to or from publicly financed libraries. This recommendation was adopted. The *Cataloguing, Classification, and Bibliography Committee*, which is virtually a standing committee acting when appropriate, has been re-appointed and a further *Committee on Publications of Branches and Sections* has been appointed. New committees have been set up on *Abbreviations for Australian Libraries*, on *Minimum Standards of Salaries and Conditions*, and, arising from a resolution of Conference, on *Acquisition Policies in Australian Libraries*. The reports of these committees will be considered by the General Council in June.

#### STANDARDS, STATUS AND QUALIFICATIONS

Salaries and conditions of employment offered in some libraries have caused concern to the General Council. While the Association is not a trade union it has a duty in accordance with its second object to see that its standards of qualification are not only maintained but are properly recognised and rewarded. It is hoped that, following the report of the committee set up to examine this, the Association may be able to adopt a formal and uniform policy on minimum standards. The same committee has been asked to report upon ways to implement a resolution of Conference dealing with the

employment of persons having at least minimum qualifications as determined by the Association's examinations.

#### PUBLICATIONS

The *Australian Library Journal* continues to be published in Brisbane under the aegis of the Queensland Branch, with Mr. Harrison Bryan, M.A., as honorary editor. The Branch has appointed an editorial advisory committee and Mr. Curtis Atkinson has given invaluable help, particularly in the business operations of printing and publishing. Advertising revenue has increased since last year and is being satisfactorily maintained. The *Journal* is the one medium of communication for all members and it has again been the cause of increased membership, particularly from abroad.

The *Handbook*, 1956, was published in December, 1955, on the same pattern as last year, but examiners' reports and statistical analyses were excluded because of publication in the *Journal*. All examination papers for the years 1952-1955 have, however, been published in the new edition.

The *Directory of Special Libraries in Australia*, prepared by the Special Libraries Section, was "Varitype" set and offset duplicated and published as a bound volume in an edition of 500 copies. It has had a widespread demand at home and abroad. Selected subject definitions and rules from Cutter's *Rules for a Dictionary Catalog* were reproduced as an aid to students by photo-offset process and offered for sale unbound, with satisfactory results. The New South Wales Division of the Special Libraries Section is preparing a second edition of the list of periodical holdings in New South Wales special libraries, and most Branches and Sections continue to produce material in their own special fields of interest.

#### EXAMINATION AND CERTIFICATION

This year for the first time the Registration, formerly Qualifying, Examination was held in November-December instead of in June. Results of the Preliminary Examination, together with a statistical summary and examiners' reports were published in the *Journal* in October and similar data for the Registration Examination will be published in the issue for April, 1956.

The Diploma of the Association was awarded to Mr. H. G. Kaplan, an officer of



the Public Library of New South Wales, whose thesis was on "Problems in the Administration of Art Libraries with a suggestion for their solution in New South Wales". Mr. Kaplan is the first candidate to qualify for the diploma.

Upon the expiry of the term of office of members of the Board of Examination, the following were appointed as the Board for a period of two years from 23rd August, 1955:—

Mr. John Metcalfe, B.A., F.L.A. (Chairman)

Mr. H. L. White, M.A. (Deputy Chairman)

Mr. W. A. Cowan, M.A., A.B.L.S.

Miss Wilma Radford, B.A., B.S.

Miss Jean P. Whyte, B.A.

Miss Nancy G. Booker, B.A., Dip.Ed., A.L.A.

Miss Barbara Johnston, B.Sc.

The General Council expressed and recorded its appreciation of the services of the retiring members, Miss M. E. Archer, M.Sc., Mr. Leigh Scott, M.A., and Mr. F. L. S. Bell, M.A., F.R.A.I., all of whom had given most distinguished service to the Association in that capacity as in others.

The General Council approved a recommendation of the Board that, as from 1st January, 1956, candidates for admission to the Preliminary Examination should be required to be financial members and Regulation 3 of the Board has been amended accordingly. This requirement already applied to candidates for the Registration Examination.

#### AUSTRALIAN BIBLIOGRAPHICAL SERVICES

A conference of representatives of the Commonwealth National Library, State Library authorities and the Association was held in Canberra on 21st and 22nd July. The Honorary General Secretary attended in the unavoidable absence of the President. The working party on the development of national bibliographical services which had been appointed by the meeting of the conference in November, 1953, presented its report to this meeting and its recommendations as adopted will be published in the *Journal* in January, 1956. The General Council has resolved upon the full support of the Association for these recommenda-

tions and has enthusiastically undertaken to comply with such obligations as it may incur in implementing them. The proposed Australian Advisory Committee on Bibliographical Services which is now being formed will be the greatest development of its kind yet to take place in Australia and members are urged to support it in every possible way. Sir John Morris, Miss M. E. Archer and Mr. G. D. Richardson have been appointed the Association's representatives on the Committee.

#### OVERSEAS ORGANISATIONS

The Association has continued its affiliation with I.F.L.A. and F.I.D. An International Congress of Libraries and Documentation Centres, in which both these organisations were concerned, was held at Brussels from 11th to 18th September and the Association was represented at it by Mr. N. Lynraven, B.A., whose services were graciously made available by the Librarian of the Commonwealth National Library.

#### STAFF

Mr. F. S. Millington, who had been a member of the Association's staff since 1952, was appointed its first paid Registrar from 1st January, 1955. He resigned in November upon his appointment as the first librarian of Woolhara Public Library, in Sydney, and Miss M. M. Miller, B.A., who was appointed Honorary Secretary of the Board of Examination in January in succession to Miss J. O. Hunter, B.Sc., has been appointed also as Honorary Registrar pending the appointment of a permanent successor to Mr. Millington. The General Council records its regret at the loss of Mr. Millington's services and wishes him every success in his new work. It pays tribute also to Miss Hunter and Miss Miller, who have so ably maintained the high standard of service set by their predecessors.

#### FINANCE

Income from subscriptions was £2,045, compared with £1,760 in 1954 and £1,420 in 1953. Every effort is being made towards efficient management with maximum economy, but rising costs have made increased revenue necessary. From 31st December, 1955, the subscription for Professional Members receiving salaries of £1,500 a year and over will be increased to £5, and subscriptions for members of less than five

LIBRARY ASSOCIATION OF AUSTRALIA

(Excluding payments and receipts by branches and sections)

STATEMENT OF RECEIPTS AND PAYMENTS for year ended 31st DECEMBER, 1955

GENERAL BANK ACCOUNT

| RECEIPTS                             |    | £  | s.    | d. | PAYMENTS   |    | £  | s. | d.     |
|--------------------------------------|----|----|-------|----|--|----|----|----|--------|
| Balance, 31st December, 1954         | .. | .. | 02    | 3  | Salaries and wages   | .. | .. | .. | 1,445  |
| Transfer from Carnegie Grant account | .. | .. | 2,411 | 0  | Bank charges   | .. | .. | .. | 4      |
| Subscription Fees                    | .. | .. | 2,043 | 8  | Postages and miscellaneous expenses—general                    | .. | .. | .. | 170    |
| Examination Fees                     | .. | .. | ..    | 5  | Postages and miscellaneous expenses—special                    | .. | .. | .. | 18     |
| Journal Advertising                  | .. | .. | 638   | 2  | Printing and Postages—journal                                  | .. | .. | .. | 360    |
| Handbook Advertising                 | .. | .. | ..    | 0  | Printing and Postages—handbook                                 | .. | .. | .. | 984    |
| Sale of Handbooks                    | .. | .. | 45    | 0  | Publications   | .. | .. | .. | 248    |
| Sale of Publications                 | .. | .. | 250   | 9  | Travelling expenses  | .. | .. | .. | 16     |
| Sale of Typewriter                   | .. | .. | 201   | 19 | Annual conferences—subsidies to Branches                       | .. | .. | .. | 378    |
| Sundry receipts                      | .. | .. | 45    | 0  | Contributions to branches in respect of subscriptions received | .. | .. | .. | 11     |
|                                      |    |    | 0     | 11 | Less, face value Commonwealth Bonds trans. to one branch       | .. | .. | .. | 724    |
|                                      |    |    |       |    |  |    |    |    | 0      |
|                                      |    |    |       |    |  |    |    |    | £713   |
|                                      |    |    |       |    |  |    |    |    | 19     |
|                                      |    |    |       |    |  |    |    |    | 4      |
|                                      |    |    |       |    |  |    |    |    | 413    |
|                                      |    |    |       |    |  |    |    |    | 19     |
|                                      |    |    |       |    |  |    |    |    | 4      |
|                                      |    |    |       |    |  |    |    |    | 30     |
|                                      |    |    |       |    |  |    |    |    | 0      |
|                                      |    |    |       |    |  |    |    |    | 0      |
|                                      |    |    |       |    |  |    |    |    | 297    |
|                                      |    |    |       |    |  |    |    |    | 14     |
|                                      |    |    |       |    |  |    |    |    | 6      |
|                                      |    |    |       |    |  |    |    |    | 34     |
|                                      |    |    |       |    |  |    |    |    | 7      |
|                                      |    |    |       |    |  |    |    |    | 7      |
|                                      |    |    |       |    |  |    |    |    | 273    |
|                                      |    |    |       |    |  |    |    |    | 2      |
|                                      |    |    |       |    |  |    |    |    | 2      |
|                                      |    |    |       |    |  |    |    |    | 300    |
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|                                      |    |    |       |    |  |    |    |    | 29     |
|                                      |    |    |       |    |  |    |    |    | 10     |
|                                      |    |    |       |    |  |    |    |    | 0      |
|                                      |    |    |       |    |  |    |    |    | 98     |
|                                      |    |    |       |    |  |    |    |    | 0      |
|                                      |    |    |       |    |  |    |    |    | 2      |
|                                      |    |    |       |    |  |    |    |    | 4      |
|                                      |    |    |       |    |  |    |    |    | 9      |
|                                      |    |    |       |    |  |    |    |    | 233    |
|                                      |    |    |       |    |  |    |    |    | 2      |
|                                      |    |    |       |    |  |    |    |    | 0      |
|                                      |    |    |       |    |  |    |    |    | 6      |
|                                      |    |    |       |    |  |    |    |    | 5      |
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|                                      |    |    |       |    |  |    |    |    | 111    |
|                                      |    |    |       |    |  |    |    |    | 13     |
|                                      |    |    |       |    |  |    |    |    | 9      |
|                                      |    |    |       |    |  |    |    |    | £7,208 |
|                                      |    |    |       |    |  |    |    |    | 1      |
|                                      |    |    |       |    |  |    |    |    | 8      |

(Sg.l.) G. C. REMINGTON,

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LIBRARY ASSOCIATION OF AUSTRALIA

CARNEGIE GRANT BANK ACCOUNT

|   | £  | s. | d.    |   | £  | s. | d.     |
|---|----|----|-------|---|----|----|--------|
| Balance, 31st December, 1954                            | .. | .. | 0     | Bank charges                              | .. | .. | 1      |
| Car cash  | .. | .. | 400   | Transfer to general bank account          | .. | .. | 0      |
| Sale of Commonwealth bonds—£2,700 31 <sup>st</sup> 1954 | .. | .. | 2,400 | Balance, 31st December, 1955—Cash at bank | .. | .. | 2,811  |
|   |    |    | 15    |   |    |    | 0      |
|   |    |    | 0     |   |    |    | 4      |
|   |    |    |       |   |    |    | 10     |
|   |    |    |       |   |    |    | 6      |
|   |    |    |       |   |    |    | £2,816 |
|   |    |    |       |   |    |    | 10     |
|   |    |    |       |   |    |    | 6      |

STATEMENT OF FUNDS INVESTED

Commonwealth Bonds—3½% 1964

|   | Face Value | Cost    |
|---|------------|---------|
| 31st December, 1954                                     | ..         | ..      |
| Less Sales (Proceeds of sale £2,400/15/-)               | ..         | ..      |
|   | £13,500    | £13,444 |
|   | 2,700      | 2,688   |
|   | 10,800     | 10,756  |
| Less Transfer to one branch in respect of subscriptions | 300        | 288     |
|   | ..         | ..      |
| 31st December, 1955 (Approximate market value £9,463)   | £10,500    | £10,457 |
|   | 0          | 6       |

We have examined the foregoing statements of receipts and payments with the books and vouchers and report that it is in accordance therewith. Cash at bank and Commonwealth bonds have been verified by us.

Sydney, 13th March, 1956

(Signed) COOPER BROTHERS, WAY & HARDIE,  
Chartered Accountants (Australia)

years' standing who are engaged in librarianship will be increased to £1. Costs to the latter class of member in their first year, including examination fees and the *Handbook*, are still below pre-war matriculation fees at Australian Universities.

Conference costs this year were more than £1,700, and a total of £3,000 face value of the invested Carnegie grant was realised. With depreciation in the market value of the investment the grant has been used sparingly, but as the capital is applied to the purposes for which it was intended the income from interest and therefore the Association's total income, decreases. This decrease can be off-set only by increased revenue from subscriptions, that is, basically, by an increase in the number of members.

#### THE EXECUTIVE OFFICERS

The General Council records its deep regret that Sir John Latham, the first elected President of the Association upon its re-constitution, has been unable to continue in office as a Past President after 1955. Sir John's wholly selfless work for the Association was fundamental to its success. The Past Presidents in 1956 will be Miss Archer and Mr. J. D. A. Collier. The remaining executive officers have been re-elected unopposed for 1956.

JOHN D. MORRIS,  
*President.*

G. D. RICHARDSON,  
*Honorary General Secretary.*

#### ANNUAL GENERAL MEETING

The Eighteenth Annual Meeting of the Library Association of Australia will be held in the Lecture Room, Public Library of New South Wales, Macquarie Street, Sydney, at 8 p.m. on Thursday, 21st June, 1956.

##### Business:

1. Notice convening meeting.
2. Apologies.
3. Minutes of the 17th Annual Meeting, held on 25th August, 1955.
4. Annual Report and Statement of Accounts.
5. Auditor.

(Note: It is anticipated that the Annual Meeting will be followed by a General Meeting of the New South Wales Branch.)

Seventeenth Annual Meeting held in Lecture Theatre B9, the University of Queensland, St. Lucia, at 9.30 a.m. on Thursday, 25th August, 1955.

#### MINUTES

1. **Present:** The President, Sir John Morris, in the chair, Councillors, and 145 members.

2. **Notice Convening Meeting:** The Honorary General Secretary read the notice convening the meeting.

3. **Apologies:** Apologies were received from Sir John Latham and Messrs. Bonny, Remington and Steel.

4. **Minutes:** The minutes of the Sixteenth Annual Meeting held on 10th June, 1954, and of a Special General Meeting held on 18th October, 1954, were read and confirmed.

5. **Annual Report and Statement of Accounts:** The Honorary General Secretary read S. 16.1 of the Constitution which had been amended at the general meeting held on 18th October, 1954, as follows:—

16.1—"The General Council shall prepare a report on the work of the Association during the preceding twelve months of office and shall publish it for the information of members not less than one month before the Annual Meeting to which it shall be submitted."

He reported that the annual report for 1954 had been prepared accordingly and published in *The Australian Library Journal*, April, 1955, pp. 43-47, together with an audited statement of accounts for the year. The annual report and statement of accounts were approved.

In the absence of the Honorary General Treasurer, the Honorary General Secretary tabled a statement of accounts for the period January-July, 1955. This was received and approved.

6. **Auditor:** The Honorary General Secretary read S. 20.1 of the Constitution which had been amended at the general meeting held on 18th October, 1954, as follows:—

20.1—"An auditor shall be appointed at the Annual Meeting and in the event of any vacancy between meetings an auditor shall be appointed by the General Council until the next meeting of the Association."

Messrs. Cooper Bros. Way and Hardie were appointed auditor for 1956.

The meeting closed at 9.55 a.m. and was followed by a plenary session of the Eighth Conference.

#### NOTE TO CONTRIBUTORS

By resolution of the General Council, contributors of signed articles are entitled free to twenty copies of the issue in which their article appears. Off-prints will be supplied only at the author's charge and contributors should indicate when submitting their material which of these arrangements, if any, they would like to have made.

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# Copying Methods for Libraries

*Mr. Schindler is Librarian, Queensland Department of Agriculture and Stock.*

## Summary

The literature on copying methods suitable for library use, together with their library applications, is reviewed. Photographic reflex, direct positive, dyeline (diaz), xerography and thermofax methods of facsimile copying, together with stencil spirit and offset duplicators and the photographic stencil process are discussed.

## Requirements of Methods

This article is intended as a short review of all copying methods which can be conveniently used in libraries, and their special applications to problems peculiar to library work. It covers both methods of making facsimile copies of documents already held and of reproducing documents originating in the library. There is no need to emphasise the usefulness of such methods.

A number of considerations must be borne in mind when adopting a copying method and choosing a particular make of machine to carry out the work. Included in the element of cost are the first cost of the machine, cost of replacements of parts, of materials used, and of operation (in the case of electrically operated apparatus). The machine should be simple and easy to operate; automatic controls and the number of processes required to complete a copying job are involved in this. For machines which work from a master copy the number of copies which can be made from this and its permanence and convenience of storage must be determined; the importance of these qualities depends on the special requirements of the library. The ability to make clear copies of fine print and half-tone illustrations from tightly-bound volumes must be checked; also, the greatest size which can be copied. If a machine is to be used frequently, extra money spent on a machine which works quickly is a saving in the long run. The materials used in some processes have only a short storage life and

this can lead to failures and wastage if the machine is not used frequently enough to ensure quick turnover of materials. The machine should be as small as possible; for some purposes, other qualities can be sacrificed to portability. Adaptability to various materials and processes is an advantage; in a large organisation it may be worth while buying an expensive machine which can be used by other branches as well as by the library rather than a cheaper one which is suitable for library use only. Where electricity is required for operation, the machine must be suitable for the particular voltage and type of current (A.C. or D.C.) available. The availability of service facilities, spare parts and supplies is also important.

## Photographic Methods

Only simple contact methods using "slow" papers of the normal type (i.e., coated with silver salts) and not requiring a dark room will be considered. A number of detailed accounts<sup>3, 7, 12</sup> and also general discussions<sup>10, 14, 15</sup> have been published. Methods which operate by transmitted light cannot be used to copy opaque material or material printed on both sides of the page, so are useless for library purposes. This limits us to reflex methods.

## Reflex Methods.

In reflex copying the treated side of the photo-sensitive paper is placed in contact with the surface to be copied. Light passes through the paper and is reflected from the light-coloured parts of the material to be copied, giving additional exposure to the parts of the sensitive paper in contact with these parts of the original. This produces a negative mirror image of the original from which positive copies are produced by various methods. The difficulties of this process have been overcome and most illustrations can be copied satisfactorily by reflex methods.<sup>12</sup> It increases the contrast, and is not generally recommended for copying mixed illustrations and type. In such cases tracing linen can be fixed to the back



of the negative over the illustrations to prevent over-exposure.<sup>15</sup> Reflex methods generally are described in various articles,<sup>1, 3, 12, 15</sup>

As the reflex negative is a mirror image of the original, the production of the positive is essential. This is greatly simplified by the solvent-transfer process. Directly after exposure, the negative is pressed into close contact with a specially treated (not with photo-sensitive chemicals) paper and passed through a special chemical which develops it and transfers the image to the transfer paper, producing a positive, readable copy. With some processes, only one positive can be made from a negative, and in others up to six can be made from one negative.<sup>3</sup> With some methods, the negative can be processed separately, producing a fixed reflex negative master copy, from which positives can be made by the reflex process.

A number of machines, with various methods of ensuring close contact of the original with the photo-sensitive paper and with both manual and automatic operation, are available.

For making copies from books, a special exposure box is necessary, and an automatic exposure control on this increases the speed of operation. If the developing apparatus is also automatic, failures due to wrong developing are eliminated and the operator's time is saved. The developer solution may be left in some machines when not in use and this is a further help. The author has seen a copy of a page of a book completed in three minutes, including some operations which would be required only once in each "run" of the machine. The directions for the use of these machines usually do not include a final washing of the positive copy, and as it emerges damp-dry from the machine very little time is required for drying. However, a clearer and more permanent copy is produced if it is well washed after developing.

These methods are described in many articles.<sup>3, 16, 4, 8, 13</sup> The last three deal more especially with the Contoura machine, which has a small portable exposure box fitted with a plastic contact surface. This can be taken to a library, copies made where the books are available, and the negatives put

in a light-proof envelope for later developing. This machine has no automatic devices, but its portability is a great advantage where only one copy is required.

In the soft gelatine transfer process, a reflex copy on special paper is treated with a solution, and rolled in close contact with a sheet of paper to produce the readable copy.<sup>13</sup> A few copies can be made from one negative using ordinary paper; on special paper, up to six can be made, depending on the condition of the original document and the accuracy of the work.

#### Direct Positive Paper

Autopositive paper is a slow photographic paper which produces a positive copy directly. It can be handled in ordinary light and requires developing and fixing, which can be done with sponges soaked in the solutions or in automatic processing machines, to produce a semi-dry copy. Copies last for three or four years but can be made as permanent as ordinary photographs by an additional treatment. This paper can be exposed on an ordinary reflex exposure box, or an ordinary light with a yellow screen can be used. Copies of one-sided transparent or translucent documents can be made by the transmission process, and a reflex copy of ordinary printed pages can be obtained by placing the unsensitized side of the autopositive paper in contact with the material to be copied (instead of the sensitized side as in ordinary reflex work). The original is backed with a white sheet if opaque or printed on one side only, or a black sheet if printed on both sides. There is a slight loss of definition in this process.

Direct positive paper appears to be a fairly new development. It is mentioned in a number of articles in photocopying<sup>8, 15, 16, 17</sup>; the last mentioned gives fullest information, including details of the reflex processes using it.

#### Dyeline Copying

Dyeline papers are coated with diazo compounds, which decompose on exposure to light and react with special chemicals to form dyes. The exposed paper therefore requires only one process to produce a direct positive image. One type uses a wet (or semi-dry) process, and other types require exposure to ammonia fumes. These



papers are mainly used for reproduction of engineering drawings and also for office copying of letters. As an optical system for use with ultra-violet light has not yet been designed this method cannot be used in photostat machines. Reflex copies of print and half-tone photographs can be made, using special paper with a fine screen and the sensitive side turned away from the original (as with direct positive paper). This special paper is rather expensive. The developer and paper deteriorate quickly, and a maximum life of five years for the copies is estimated. Most of the dyeline copying machines available are not suitable for copying from books. Dry process papers and machines are not available here, as the ammonia fumes are considered objectionable; in the United States, the dry process is more popular than the wet.

References to dyeline copying occur in many general articles on copying methods<sup>11, 16, 19</sup>; some discuss the method in detail.<sup>3, 7, 12</sup> Typed transparent master copies for dyeline copying have several special library applications.<sup>19, 20</sup>

#### **Xerography**

As its name implies, this is a completely dry process of facsimile copying. It uses aluminium plates coated with selenium, a substance which conducts electricity only when exposed to light. This property is used to produce copies of printed matter, either as single copies or master copies for use with offset duplicators.<sup>7, 9</sup> This type of copying machine does not appear to be available here; in any case, it would be expensive and would probably require a skilled operator.

#### **Thermofax Copying**

This works on the absorption and reflection of heat.<sup>3, 18</sup> It can be used for material printed on both sides, and is quick and simple, no solutions or dark room being required. It will copy ordinary print and carbon copies, pencil and black stencil ink, but not ball-point ink and some other writing materials. The copies are not as clear as those made by other methods and it would not be satisfactory for half-tone illustrations. As its action depends on heat, it may not be satisfactory in hot climates.

#### **Office Duplicators**

Various types of these are usually avail-

able in libraries, but are not designed for such work as multiplying catalogue cards. Several articles cover their various features and their possible applications to library work.<sup>2, 20</sup> Stencil, spirit and offset duplicators are standard office equipment. The usual electrically-operated stencil duplicator will take only standard-sized stencils, and therefore small-sized work such as catalogue cards cannot be treated as separate units. Copies made by this method are permanent for all practical purposes. The used stencils are troublesome to store, and cannot be altered once they are used. Flat bed stencil duplicators can be obtained, in which small units of varied size can be copied; however, these are unsuitable for general office work.

Spirit duplicators are a recent development. The master copy is typed as usual on special paper backed by a special carbon paper, producing a mirror image of the typed material. The paper on which it is to be copied is moistened with a special liquid and pressed into close contact with the master copy, some of which is transferred to the paper. The machine on which this is done is very simple, and small master copies can be used to copy on to paper or cards of suitable size. This makes it adaptable for reproducing catalogue cards without any trouble. Until recently the permanence of such copies was doubtful, but it is now claimed that this is as good as typewritten material. Various grades and colours of carbon paper are available; for a large number of copies, purple is the best colour, but a good black is now available and would be most suitable for catalogue cards. The special carbon paper may have a short storage life. Master copies can be easily stored and altered after use.

The offset duplicator is expensive and complicated. Some libraries use it for reproducing catalogue cards, but it would have the same disadvantages as the rotary stencil duplicator for this purpose.

#### **Photographic Stencil Process**

This makes a facsimile reproduction on a stencil from which a large number of copies can be rapidly produced, and is described in several references.<sup>3, 12</sup> The stencil consists of a slow photographic emulsion on a base of special paper. Exposure is made by direct contact and the work can be done in

subdued light. Special developer and apparatus are required. A transparent single sided document can be copied directly, but for copying other types of material a transparent photographic copy must first be made by one of the processes mentioned earlier. A very good black and white contrast in the original is essential. The usual process is suitable for black and white work only, but a modification using special screens enables half-tone work to be copied.

#### Library Applications

All librarians have probably dreamt of a quick, cheap and satisfactory method of duplicating catalogue cards, but most continue to use the method of repetitive typing. Any method involving actual wetting of the copies could not be used, as this would spoil the cards. The possibilities of dyeline copying (which requires only moistening of the copies at most) have been investigated.<sup>19, 20</sup> Transparent master copies are typed, and these are transferred to dyeline cards by contact exposure. The position of the typed material can be varied and parts can be masked on individual copies. The master copies can be held for further use either for additional cards or for compiling bibliographies. Unfortunately, a clear white ground cannot be obtained and the life of the copies is uncertain. Xerography, together with the offset duplicator, has been used.<sup>9</sup>

The use of the rotary stencil duplicator for reproducing catalogue cards is mentioned in the literature<sup>2, 20</sup> and the Queensland University has developed a method for doing this most efficiently.<sup>5, 6</sup> This requires careful feeding of the card stock into the machine and accurate cutting into separate cards after duplication. There would be considerable waste of card stock unless all books on the one stencil required the same number of cards; also, the position of the typed matter on the cards cannot be varied.

The author has considered the possible use of the flat stencil duplicator for this purpose. It could be used to copy a number of catalogue cards in one movement from a stencil, on either uncut card stock or separate cards. With the latter, there need be no waste of cards if different numbers of these are required for the various entries on

a stencil. Standard stencils can be used on the flat duplicator, if the bottom is cut off.

After the production of the required number of cards, the stencil (including that used on the flat duplicator) can be used to duplicate accession lists which the users could cut up and mount on cards for their own indexes.

The possibilities of the spirit duplicator are mentioned in several references.<sup>2, 20</sup> Several disadvantages appear to have been overcome by recent improvements in this process, and the author and the Public Library of Queensland are favourably impressed with the work done by newly-developed carbon papers. A separate master copy is made for each entry, and its position on the card can be varied and any part of it masked as required. The master copies can be easily stored for later use, or can be trimmed, mounted together on brown paper and used to duplicate accession lists. Not all types of card are suitable for use with the spirit duplicator; those containing animal glue become sticky. The effect of the spirit on the card should therefore be checked before using a batch of cards. Further experience with this method of producing catalogue cards will be necessary before describing the process in detail. This method of duplication would be particularly useful for union catalogue cards, as alterations and additions can be made to the master copies as further entries are received.

The work of compiling accession lists and bibliographies can be simplified by the use of various copying methods. Abstracts can be copied by a reflex method and the copies mounted on cards; if a large number are required, transparent master copies can be made and transferred to a photographic stencil after being arranged in a suitable order. Accession lists could also be compiled and duplicated from transparent or spirit duplicator master copies.

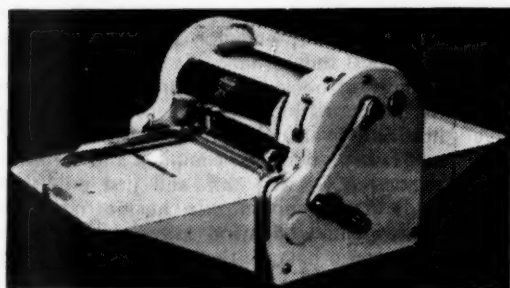
Reflex photography and the photographic stencil could also be combined to produce copies of the contents lists of periodicals which could be circulated to library users; this would often save circulating the actual publications as users would need to see only those parts containing useful articles. For duplicating circulation lists, the spirit duplicator is particularly useful, as the master

copies can be stored and altered as required.

Dyeline copying has general office uses which are not restricted to library work, but which may make such a machine worth buying for an organisation where its use for library work only would not be justified.<sup>7, 19</sup> If copies of all outward correspondence are made on suitable paper, extra facsimile copies for "follow-up" and other purposes can be made quickly and cheaply by this method. It is also useful for the multiplication of reports and other documents the demand for which cannot be determined in advance but which is not large enough to justify printing. This saves storage and waste of copies.

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## Children's Libraries in Toronto, Canada

Being an unofficial ambassador for the Antipodes in North America has its moments. To Canadian children I am a source of unceasing wonder. "Say, what's it like down there?" is the invariable query, followed closely by other questions, "Do they all talk like you?" "If the kids down there don't play hockey, what do they do?" Christmas in the heat of summer bothers them, and one boy came up with the bright solution that all we needed to do was change the date, and celebrate the great day on June 25th! They want to know about "the cute little bears", and one class inveigled me into attempting to laugh like a kookaburra. When I was introduced one day to a teacher of a Grade II class, she clapped her hands in excitement: "Children, look this way. You all know about Australia, the country where the kangaroos are—well (significant pause) this lady comes from there". A battery of 50 pairs of round eyes fixed me with an incredulous stare, while I wished I could oblige their interest by at least producing a boomerang from a hidden pouch. My apparent ordinariness left them sadly disillusioned.

Cosmopolitan Toronto, Canada's second largest city, has a population of roughly one and a quarter million people. An active port for Great Lakes shipping, it manipulates its prosperous commercial undertaking and its thriving industries with a seemly dignity, reminiscent of Melbourne. Like Melbourne, too, its residential suburbs sprawl far out from the city's Downtown hub. "Think of it—a million people living in a forest!" a British High Commissioner is reputed to have exclaimed. The flat wide streets are lined with trees which, during the hot summer months, induce a fragrant coolness into city living.

The Toronto Public Libraries is controlled by a municipal Board, consisting of representatives from the City Council and the Toronto Boards of Education. Its handsome Central Library houses Reference and

Circulating Divisions, the former including a priceless collection of manuscripts relating to early Canadian history, and the latter a newly-developed Music Library. In addition, Toronto Public Libraries extends its circulating services into 17 branches in various parts of the city. Library service to Toronto's children is given by the Boys and Girls Division, centred at Boys and Girls House, but with Children's Rooms also in each branch library. It is a superlative service, largely unhampered by the three major inadequacies which beset so many Australian children's libraries—insufficient books, insufficient trained staff, and poor housing. During about 40 years, thoughtful and far-sighted administration has allowed it to develop strongly, so that now its sphere of influence extends throughout Canada, and beyond. It makes a generous and wholehearted contribution to general library development, and gives support and advice unstintingly. Its staff members work in various capacities for Library Associations in Canada and the U.S.A.; for radio and television; and for related public institutions and groups. It also works continually at book lists and reviews; perhaps its most tangible achievement, for overseas librarians particularly, is *Books for Boys and Girls*, a book list compiled and carefully annotated by the staff, and just published in its third edition. In her introduction, Miss Jean Thomson says: "This list attempts to balance the old with the new, to keep abreast of current trends, but at the same time not to lose sight of what is good in the old . . ." Although this list contains many American titles, unobtainable in Australia, I should imagine that most children's libraries at home will find it eminently useful, not only because it lists as well the best books for children published in the United Kingdom, but also because it embodies a wealth of well-informed experience.

In March, 1954, I made my first acquaintance with Boys and Girls House,



and with the Head of the Boys and Girls Division, Miss Thomson. It was the last snowfall of the winter, and the streets were slippery with grey slush. I found Boys and Girls House set back a little from a busy highway, an old three-storeyed house with an air of comfortable peace. It was surrounded by maple trees, their leafless branches edged with white; small footprints tracked along the fresh whiteness of the pathway. Since then, I have seen young people, all shapes and sizes, ages and creeds, stream steadily along that pathway. In outward appearance, they may look rather different from Australian children, dressed in jeans, sloppy sweaters, or voluminous jackets and bobby sox, and certainly they speak a different brand of slang. Beneath this diverse outer skin they are very like our own children, neither angels nor monsters, but normal youngsters bursting with curiosity and physical energy. Their needs for books that will bring them both pleasure and stimulation is as insistent.

Coming into a Branch library one day a young borrower remarked, "It's swell here, not like at home where someone is always yelling and frying things". And, in spite of the inevitable chattering, and comings and goings, the children's rooms do have an air of personal peace and privacy. The service to children is planned on the principle that no child shall have to travel more than half a mile to reach a public library. In the city areas, where children live farther from a library, a library service through the schools has been instituted. Small libraries are housed in the schools and the Boys and Girls Division, which provides both staff and book stock, supervises them. They are therefore small replicas of the more orthodox children's rooms, and are *not* school libraries in the usually accepted meaning of the term. Provision of the latter is the responsibility of the Board of Education. Some Children's Rooms, of course, are more workable and more modern than others, but all are functional, attractive and spacious. They have the essential space and equipment so necessary for the facile planning of one's work—plenty of well-furnished workroom space, picture book shelves, story rooms (sometimes with

a stage and a puppet theatre), display racks, poster boards, and incidentally no lack of talented librarians with the ability to produce first-class posters.

As in Australia, the winter months are the busiest. September, the first month of fall, heralds a burst of activity. Schools reopen after long summer vacation and the library resounds with cheerful noise. Many schools send their classes on regular monthly visits to the library; this is an occasion for book talks, and storytelling, with time for a browse round the shelves and an exchange of books. On Saturday mornings, the story room fills with small people who, for half an hour, listen to tales like *The Tinderbox*, *How the camel got his hump*, and *Tom-tit-tot*. Sometimes, on a Saturday afternoon, the story room, now converted to a theatre, is again thronged with an eager audience come to adventure with some of their favourite characters on the puppet stage. To-day the show might be *Hansel and Gretel*, or *The Three Bears*. The puppets are glove puppets, modelled and manipulated by a librarian. Occasionally, a group of children produce their own puppet show or play in the library's little theatre.

Winter temperatures seem to me to drop to alarming levels, often to zero and below. Children accept them with equanimity, and come to the library through snow and sleet, bundled up in snowboots, windbreakers and parkas. New Canadian children of many nationalities—German, Japanese, Italian, Polish—cluster in, a gay mixture in their brilliantly patterned woollen caps and mittens. Outer clothes are shed in damp heaps over tables and chairs, for central heating of 70 degrees or so makes them quite unnecessary indoors. One special kind of library service that I find interesting is that for sick children. Two afternoons a week, book trolleys are wheeled down the corridors of the large Toronto children's hospital. Some of the small patients come to meet them, but others have to wait until they are pushed up to their bedsides. Some are too ill to be bothered with books, but to lots of them, the Book Lady's visit is an event to look forward to. Children who are mobile also go, often on crutches or by wheel

chair, to the hospital library for storytelling.

Boys and girls of high school age (i.e., of about 14 years and more) borrow from the Young People's sections, special collections housed in and administered as adjuncts to the Adult Circulating Libraries. Their books are chosen with their own particular interests and needs in mind, and usually they have their own librarian to help them.

Each librarian of this busy system, whether working in branches, schools or in Boys and Girls House itself, is directly responsible to the Head of the Boys and Girls Division. This allows the Division to go about its work, as a whole, with great mobility, and without undue interruption. Regular staff meetings break down any sense of isolation, and are an agreeable gathering of the clan. Each meeting has a constructive programme; sometimes new books are reviewed, special talks may be given or stories told, and occasionally there is a visiting speaker. Last winter we had a series of lectures given by qualified members of the staff on topics such as the Greek epics, the Arthurian legends, and the Charlemagne romances. Hans Andersen's 150th anniversary was celebrated by a telling of *The Swineherd*, and a review of Rumer Godden's new biography. And, of course, staff meetings are also a clearing-house for the hundred and one matters, major and minor, which have to be discussed and dealt with by the Division en masse. During the past year they have presented me with an enjoyable amount of food for thought.

No description of Boys and Girls House can be complete without mention of the Osborne Collection, "a collection of quaint, curious as well as unknown books for children, written by British writers during the last 250 years". This gift collection was made to the Toronto Public Libraries by Edgar Osborne, formerly County Librarian of Derbyshire, England, in memory of his wife; it is a direct tribute to the work of the Boys and Girls Division, with which he was most impressed during a visit to Toronto in 1934. All types of children's books, from early ABC's, battledores and chapbooks to the elaborately bound and finely illustrated

books of the later nineteenth century, are represented amongst the priceless originals. One of the most ancient books in the collection is a small 1566 edition of Aesop, written in Latin and published by the Plantin Press in Antwerp. James Janeway's *Token for Children*, first published in 1671, is, however, the earliest book written especially for children. As one reads its depressing puritanical advice to young readers, one wonders at the popularity it once enjoyed—"Did you ever hear of a child that died? And if other children died, why may not you be sick and die? And what will you do then, child, if you have no grace in your heart, and be found like other naughty children"? There is an early edition (1783-89) of that pioneer of the didactic school, *The History of Sanford and Merton*, its frontispiece by Stothard illustrating the reconciliation between Harry and Tommy with the inevitable Barlow in the background. There are first editions of *The Water Babies*, *Kidnapped* and *The Rose and the Ring*. Illustrated books are well represented, from the first little books enlivened by water colours painted by children to the finished artistry of Crane, Greenaway and Caldecott. Just a passing glimpse into the Osborne Room tempts one to linger; and a more serious study of its contents cannot help but pass on inspiration and understanding to anyone interested in children's literature. By the way, the Toronto Public Libraries makes the collection freely available to all students.

Obviously, a children's library as fine as the Boys and Girls Division must have both an exceptional book stock and an exceptional staff. The library shelves contain many familiar titles. Canadian children enjoy the fabulous adventures of Doctor Dolittle, of Ratty and Mole in *The Wind in the Willows*, of the inimitable Mary Poppins, and of the small creatures in the Beatrix Potter books. And I look with nostalgic affection upon *Susan who lives in Australia*, and *Shy the Platypus*, which also have a place on the shelves. It is interesting to see that the books which are read to tatters here are often the same as those that suffer a similar fate at home—*Little Black Sambo*, *Madeline*, the Arthur Ransome

books, and *The Ship That Flew*. But I have also made some tantalising new acquaintances, books published in U.S.A. and Canada, that are sadly unavailable in Australia. I wish our children could enjoy the impish pranks of Curious George, the monkey; the tall tales of Paul Bunyan, the mighty lumberjack; and that irrepressible old lady, Auntie Robbo—to name just a few.

The book stock is large, but is, at the same time, highly selective. The books that eventually appear on the shelves do so only after they have been subjected to sound critical reading, the question to be decided being, "Does this book measure up to the Fundamental literary standards?" Every new book (and there are hosts of them—a few good, many indifferent, some unquestionably bad—from English, Canadian and American publishers) is evaluated, and is selected for purchase only if it is considered to possess sound literary merits. Even then its life in the library may be short; perhaps, though written with some ability, it lacks that spark of vitality which is necessary to lift it out of the rut of mediocrity. Once a book has proved its worth, it is likely to have a fairly permanent place on the shelves, and is duplicated quite considerably.

The philosophy of children's literature which animates book selection in the Boys and Girls Division, and the standards by which books are assessed, are expressed in the book, *The Unreluctant Years*, written by Lillian H. Smith, its former Head: "Children's books are a portion of universal literature and must be subjected to the same standards of criticism as any other form of literature . . . So, in evaluating books for children, conviction that this is a literature of value and significance is an essential approach". This is the key-note to which book evaluation in the Boys and Girls Division is tuned. In Australia, we are too often forced by circumstances to do a great deal of book selection by "window-shopping" through publishers' catalogues, reviews, book lists, and the like. To be able to see and read every book *before* one decides to buy is for us an almost hopelessly ideal situation. But there is no doubt that

it is the ideal situation, and libraries in the Northern Hemisphere are luckier in this respect than Antipodean ones. In the third chapter of *The Unreluctant Years*, "An approach to criticism", Miss Smith says, "A fine book has something original to say and says it with style". The librarians reviewing new books hold steadfastly to their basic tenets of book analysis. Current educational and psychological trends, for instance, do not mizzle them into accepting say a picture book for the sole reason that its words are chosen from a graded vocabulary list, or because it aims to rid little children of a supposed fear of the dentist or of the dark. If the book has nothing to say and/or cannot say it, it joins the discard pile. A new book by a prolific author, or by an author who has previously written something worthwhile, an award book even, must still face the same tests and measure up to the same standards.

"I know there are lots of good books here that I can't find myself", a boy exclaimed loudly to a friend, "but, oh boy, when you get these people looking, you always get a good one". *These people*—the Boys and Girls librarians—are versatile and energetic. I well remember, when attending my first staff meeting, being overwhelmed both by the sheer force of their numbers, and by the great sum of knowledge and experience which they were able to place at the disposal of Toronto's lucky children. When I speak of "knowledge and experience" I mean them in no limited professional sense. Certainly the librarians are well trained in library administration, and in the use of books with children. But they are also provocative in their general thinking and reading, so that their work with children is stimulated by their understanding of and curiosity about many subjects outside the specific boundaries of their work. One's respect for their unassuming but firm belief in the positive value of their work increases as one sees more deeply into the workings of the Division. Because they have confidence in the integrity of their philosophy of children's literature, they approach their work in a constructive way, which I believe is of far greater significance than negative discussions and wranglings on

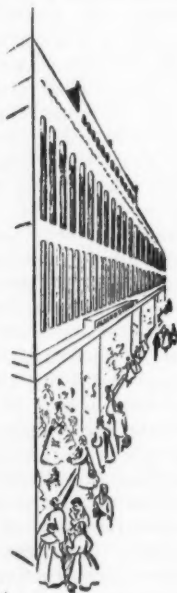


the evils of such modern media as comic books, and TV and the like. They are not afraid that books will fall into disuse; their only fear is that they themselves may possibly lose sight of the positive side of their work in a wood of current destructive criticism.

May I, as a fitting conclusion, quote again from *The Unrelenting Years*: "Children will defend themselves against encroaching mediocrity if the books of genuine quality are put within their reach. The miracle of the children's library is their 'magic casement' . . . through which they can push into whatever wonderland they will . . . A children's library which asks always of each book 'is it good enough for children?', which has a sound philosophy of children's literature behind the choice and use of books, . . ., such a children's library sustains and fosters the spirit of literature."

#### BOOKS MENTIONED IN THIS ARTICLE

- Bannerman, H.—*The Story of Little Black Sambo* (Chatt, 1899).  
 Bemelmans, L.—*Madeline* (Simon & Schuster, 1939).  
 Godden, R.—*Hans Christian Andersen* (Knopf, 1955).  
 Grahame, K.—*The Wind in the Willows* (Methuen, 1908).  
 Lewis, H.—*The Ship That Flew* (Oxford, 1939).  
 Lofting, H.—*The Story of Doctor Dolittle* (Cape, 1920).  
 MacIntyre, E.—*Susan Who Lives in Australia* (Australian title: *Katherine*) (Scribner, 1944).  
 Ransome, A.—*Swallows and Amazons* (Cape, 1930).  
 Rey, H. A.—*Curious George* (Houghton, 1941).  
 Scott-Moncrieff, A.—*Auntie Robbo* (Viking, 1941).  
 Shephard, E.—*Paul Bunyan* (Harcourt, 1924).  
 Smith, L. H.—*The Unreluctant Years* (American Library Association, 1953).  
 Thomson, J., ed.—*Books for Boys and Girls* (Ryerson Press, 1954).  
 Travers, P.—*Mary Poppins* (Davies, 1934).  
 Rees, L.—*The Story of Shy the Platypus* (John Sands).



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## Time and Motion Study in a Catalogue Room

*Mr. Van Pelt is on the staff of the National Library, Canberra.*

Cataloguing is essentially an individualistic process, i.e., every book in the cataloguer's hands needs to be treated as an entity on its own. Treatment of books *en masse* with the aim of getting more work done seems hardly possible at first sight. However, earlier or later a cataloguer will find ways and means for speeding up his work by distinguishing between the routine aspects of his duties (to be dealt with as quickly as possible) and the really individualistic aspects of his duties; but even in dealing with the latter, the subject assessment of his books, the cataloguer has possibilities of quickening his work by using his cataloguing tools, telling him how other cataloguers before him have assessed the item in hand.

These two aspects of the cataloguing process, namely, the introduction of "short cuts" where possible and the use of the cataloguing tools, will be the subject of this study. To specify these two aspects more precisely: The first will be an investigation into the possibility of cutting out unnecessary cataloguing movements, i.e., a motion and time study; the second will be an investigation into the value of L.C.<sup>(1)</sup> as a cataloguing tool, which will essentially be a comparative time study of doing the subject work for a book<sup>(2)</sup> with and without the help of L.C.

To start now with the first part, every cataloguer has found at some stage short cuts in the cataloguing process, e.g., no cataloguer ever walks to the pool of books waiting cataloguing to fetch one book at a time; every cataloguer takes several books, thus cutting out ("several" less one) unnecessary movements. I was, with many others in my catalogue room, no exception to the rule and so I found myself one day doing the descriptive cataloguing for several

books at a time to cut out unnecessary walks to and from the catalogue. However, using short cuts without knowing how much shorter they were, was as working in the dark which I have never liked. So I decided to use short cuts in the cataloguing process as much as possible, i.e., to treat the books to be catalogued wherever possible in *batches*, and, secondly, to compare the results with the "orthodox" method of treating the books one by one.

The orthodox method of cataloguing the books individually involved the following stages: to get a book, to walk to the catalogue (to make sure that the book was not an unexpected second copy); to walk to the drawers with "cards waiting filing" and "slips waiting copying" (for the same reason); to walk to my desk (to do the descriptive cataloguing); to walk to L.C. or B.N.B. (to get required information); and to walk to my desk to finish the cataloguing)<sup>(3)</sup>.

In treating the books in batches I acted as follows:—

1. descriptive cataloguing of 6 to 12 books;
2. the cataloguing slips were put in alphabetical order;
3. the slips were then checked against (a) the catalogue, (b) the drawers (with cards waiting filing, etc.), and (c) against L.C.
4. Individual treatment of the books from here on.

Commenting on these four stages I should say that no more than 6 to 12 books were catalogued in one batch as the individuality of each book could otherwise be lost. Peculiarities of up to 6 or 12 items could easily be remembered or handled by way of question marks or pencil ticks on the cataloguing slip.

The second stage, arranging the slips in alphabetical order saved energy in the third

stage. Instead of walking with un-arranged slips along the catalogue from Adams to Perry and back to Berry and again to Queensland, I could proceed systematically along the catalogue from A to Z. The gain in time, however, was negligible. A walk from letter A to letter M, the greatest possible distance along our catalogue, took 6 seconds<sup>(4)</sup>. The overall gain for 12 items, of which we will assume that our test batch consists, would therefore be  $11 \times 3$  seconds = 33 seconds. From this is to be subtracted the time required to arrange the slips in alphabetical order, about 25 seconds per 12 slips. There is therefore practically no gain in time, but there is a gain in energy.

There is a definite gain in time in the third stage. Instead of walking 12 times to and from the catalogue, one walk sufficed. An average walk to and from the catalogue (I *must* be specific: from Miss Jackson's desk to letter E) took 10 seconds. The gain in time for 12 books was therefore  $11 \times 10$  seconds = 110 seconds.

The checking of the drawers (containing cards to be filed, etc.) yielded also a small gain in time. These drawers were situated on top of the catalogue and we may therefore assume that a walk from any letter of the catalogue to these drawers took an average time of  $11 \times 3$  = 33 seconds.

The checking of L.C. was carried out as follows. The slips were sorted out by date of publication according to the state of publication of the L.C. volumes; at that time (sic!) in three batches, namely:—

- (a) slips up to and including 1951 (for which bound volumes of L.C. existed);
- (b) slips bearing imprint 1952 (for which only quarterly and monthly volumes of L.C. existed);
- (c) slips bearing imprint 1953 (for which also quarterly and monthly volumes of L.C. existed).

The slips under (a) were checked first against L.C. Those slips which could not be found and which might have been catalogued by L.C. in 1952 were joined with the slips under (b). These slips under (b) for 1952 were then spread out in alphabetical order whereafter *all* the 1952 slips were checked *at a time* against one and the same

(quarterly or monthly) volume of L.C., then against another one, etc., etc., until all volumes for 1952 were dealt with.

Slips bearing imprint 1952 which could not be found were joined with the slips bearing imprint 1953 whereafter these slips were checked in the same way as the 1952 slips.

The advantage of checking L.C. in this way was, first of all, a saving in walking time. Instead of walking 12 times to and from L.C. (taking an average time of 16 seconds), one walk there and back sufficed. Time saved was therefore  $11 \times 16$  seconds = 176 seconds.

Furthermore, every time one wanted to use L.C.'s (quarterly and monthly) volumes, some time was spent in locating and sorting out the required volumes (sometimes to be discovered on a zealous colleague's desk). Assuming that an average time of 12 seconds was spent looking for and sorting out wanted L.C. volumes, the time saved by treating the books in batches of twelve was  $11 \times 12$  = 132 seconds.

Furthermore, the adopted method of checking L.C. (as contrasted with the orthodox method of turning up all the cumulated volumes of L.C. for each individual slip, and then for the next slip, etc.) offered also a gain in time. To find out how much the gain was I made a series of test checks according to both methods. For this purpose I assumed that the test batch of books consisted of 3 books bearing imprint 1951 or earlier (further to be disregarded as they were checked in the same way in both methods), 4 books bearing imprint 1952 (of which one could not be found and had to be transferred to 1953) and 5 books bearing imprint 1953. The test checks were carried out with author names from cataloguing slips which were chosen at random. The result was that it took an average of 16 minutes to check the nine items "per batch" and 19 minutes to check them one-by-one. A gain therefore of 180 seconds.

Total gain of checking L.C. was therefore  $176 + 132 + 180$  = 488 seconds, from which has yet to be subtracted the time required to arrange the slips in the required alphabetical order, say 30 seconds.

Net gain for checking L.C. was therefore  $488 - 30 = 458$  seconds.

If we add up all the gains in time by handling the books in batches we get:—

- (a) time saved in walking to and from the catalogue ..... 110 sec.
- (b) time saved in walking to drawers with cards waiting filing ..... 33 sec.
- (c) time saved by checking L.C. 458 sec.

Total ..... 601 sec.

Total gain therefore 10 minutes. Two comments have to be made here.

First, the chance that the cataloguer, while checking the catalogue, strikes on a duplicate and finds himself having wasted time on descriptive cataloguing has to be accounted for. It seems liberal to estimate this loss of time at  $\frac{1}{2}$  minute per batch of 12 books (taking an average time of 4.7 minutes to do the descriptive cataloguing for one book, see table A). Allowance for this loss of time leaves a net gain of  $9\frac{3}{4}$  minutes per 12 books.

The second comment is this: that the figure of  $9\frac{3}{4}$  minutes, representing the gain in time, is not an absolute but only a relative magnitude as it is clear that a corollary exists between this figure and

- (a) the position of the bound volumes of L.C.; the gain in time for checking L.C. will increase with the number of quarterly and monthly cumulations to be checked and decrease with the number of bound volumes being available; at the time the test checks were carried out L.C. consisted of three quarterly volumes and three monthly volumes, both for 1952 and 1953;
- (b) the actual composition of the batch of 12 books (in our example: 3 books bearing imprint 1951 and earlier, 4 books bearing imprint 1952, and 5 books bearing imprint 1953);
- (c) the size of the batch of books; the smaller the number of books per batch, the smaller the gain in time.

It was therefore more exact to calculate separately the gain in time with L.C. in the most favourable position (only bound

volumes of L.C. to be consulted; no monthly or quarterly cumulations). This gave a gain of  $110 + 33 + 176 = 309$  seconds or about 5 minutes.

The final conclusion was therefore that the net gain in time for cataloguing any batch of 12 books by the "per batch" method was somewhere between 5 minutes and  $9\frac{3}{4}$  minutes.

However, this conclusion did not yet make it possible to say *how much* quicker the "per batch" method was. To put the conclusion into perspective it was therefore necessary to find out the time required to catalogue 12 books.

To this end statistics were compiled (table A) showing that the average time to catalogue one book was  $(159 + 284 + 295 + 638) : 159 = 12.3$  minutes. With this fact known it was easy to calculate that the "per batch" method proved to be between 3.4% and 6.5% more economical compared with the orthodox one by one method (for both methods: assumed that all items were checked against L.C.). The gain in time in the "per batch" method, however small, is certainly an advantage, but we have also to consider what disadvantages this method might have. Could it be said in this regard that the method is too "wholesale", losing sight of peculiarities of the individual books?

I do not think this argument is relevant. If a cataloguer is careless inaccuracies are possible in both systems. In the "one-by-one" method, however, it means a real extra effort for the cataloguer to walk to L.C., to hunt through several volumes, and to walk back; all this with the advance knowledge that the effort could be wasted as the item might not be found in L.C. In the "per batch" system the extra effort consists merely in looking up a few more items while checking L.C. Consequently, L.C. can be used more intensively, with better results both in descriptive cataloguing (e.g., to unmask harmless looking pseudonyms) and in subject work (i.e., classifying and assigning subject headings).

The "per batch" method has, in addition, to gain in time and in accuracy, yet another advantage: It is less tiring. In the "one-by-one" method the cataloguer is constantly

on the move: to the catalogue, to his desk, to L.C., back to his desk; and the same for the next item, and the next, and the next. There are no periods of rest, i.e., of relatively long periods in which the cataloguer can sit down without need to move. This point, the saving of the worker's energy, not only for his own sake, but also to keep him fit for more and better work, is, maybe, one of the greatest advantages of the method.<sup>(6)</sup>

The gain in time by the "per batch" method is, as said, certainly not impressive. However, Richard H. Logsdon in his article, *Time and Motion Study in Libraries*<sup>(6)</sup>, concludes: "The fourth suggestion is to recognise the significance of small gains either in actual dollar savings or in staff convenience and elimination of fatigue. A continuing saving of \$100 per year may justify spending up to \$2,500 for research or new equipment, and \$100 may be as little as one week of one staff member's time in a year".

We have at last to face the question which will be put automatically by every time and motion agent: what is the most favourable batch of books to handle; or, in other words, what size should each batch of books be to produce the greatest saving in time. This question can only be answered after painstaking investigation. Generally speaking we can say: the smaller the batch, the less time saved. The opposite is not correct as the size of the batch cannot be extended beyond certain practical limits as we have seen.

However, I do not think that a general answer to the question should be sought, for two reasons:—

- (a) Too much depends upon the personal make-up of the cataloguer; what is the most suitable batch for one cataloguer might not be so for another;
- (b) the gain in time is too small to try to impose hard and fast rules.

Every cataloguer will, after some experimentation, find the batch that suits him best. After all, these lines were not written to suggest that the method as described here should be followed *a tort et a travers*. The idea was only to cast the full light of investigation upon a method which is being

followed in many instances, although not always to the full extent.

Let us now consider the second part of this investigation: the assessment of L.C. as a cataloguing tool. As mentioned before, by "L.C." is meant: The Library of Congress author *printed* catalogue. Some readers, especially outside Australia, might wonder why this printed author catalogue is praised so highly as a catalogue tool *par excellence* where libraries could avoid cataloguing altogether by ordering printed L.C. catalogue cards, ready for insertion into the catalogue. The answer is simple: The printed card service does not suit Australian needs for several reasons. There will probably be only a very few Australian libraries making use of this service<sup>(7)</sup>. On the other hand, the value of L.C.'s printed catalogue for Australia might not have been sufficiently assessed. At least more libraries than I expected are lacking a complete set either because of its difficulty to procure or (and) because of the expense involved. Whatever the reasons, however, this investigation may provide ways and means to calculate whether or not L.C. would pay for itself in any library.

We have to turn our attention now to table A, in which the cataloguing process is broken down into its component parts. Table A provides the figures for the time it took to accomplish each component part (per batch and average). However, some details should be given about the material covered by this table as "in a good job the sources of the data are given, possible causes of error are discussed and deficiencies are pointed out."<sup>(8)</sup> Table A then has the following characteristics:—

1. The books were treated in (uneven) batches as expressed in column No. 2.
2. Monographs only were covered (serials and pamphlets excluded).
3. The books did not represent the average intake of the library but belonged to a special collection on philosophy and Asiatic religions; the subject work took therefore less time as the same Dewey numbers and subject headings could frequently be used; the descriptive cataloguing, however, took more time, due to intricate



author entries for obscure Buddhist scriptures, etc.

4. The languages covered were the same as in table B.
5. All the items came under the time group of 1951 and earlier for which bound volumes of L.C. existed; the handling of monthly and quarterly cumulations is more time consuming.

On the reliability of the figures as representing the average intake of the library I shall comment later.

Table A showed that the average time to catalogue one book was 12.3 minutes.<sup>(9)</sup>

As L.C. was searched systematically for all the items involved in Table A, it was noticed what a great many items could be found in L.C. and automatically the question arose: just how many? For it is clear that the cataloguing process is speeded up considerably if the subject headings and/or Dewey numbers are found "ready to wear" even before the cataloguer has opened the book. As L.C. provided these data, the above statistical question (how many items can be found in L.C.) could as well be translated into these words: what is the value of L.C. as a cataloguing tool; or, how much and, if possible, how much per cent. profit can a cataloguer get by using L.C.?

It was therefore necessary to compile statistics on the frequency of finding items in L.C. (Table B). It was obvious, however, that a differentiation had to be made in regard to the languages, for it is clear that books in foreign languages or even books in the English language, but printed outside America are bound to be less frequently found in L.C. than books printed in America. The statistics were therefore not only spread over the different languages, but the books in the English language were also divided, namely, into the following three groups: printed in America, printed in England, and printed elsewhere. It was also necessary to divide the figures by result as to whether subject headings and Dewey numbers were found (Group A), whether subject headings *only* were found (Group B), or whether the book to be catalogued could not be found in L.C. (Group C).

It is of importance to note that the remarks Nos. 2-5 made in regard to Table A apply to Table B as well.

Table B then shows that for about 30% of the books subject headings and Dewey numbers were found (this group is further to be referred to as Group A); for about 30% of the books subject headings only were found (this group is further to be referred to as Group B); about 40% of the books were "misses" (this group is further to be referred to as Group C).

The figures were interesting but do not yet provide the answer to the question of the value of L.C. as a cataloguing tool. To this end, it was necessary to know how much time it took to catalogue a book *with* the help of L.C. (for an item either in Group A or in Group B) and *without* the help of L.C. (Group C). The data compiled to answer this last question are given in Table C.

It is of importance to state here that:

1. The figures of Table C were compiled in even batches of 5 books each;
2. the subject material (not the languages covered) represented a fair average of the library's intake;
3. serials and pamphlets were excluded;
4. the figures do not represent my own work only as I was assisted in compiling these statistics by Mr. N. Menzies to whom I am much indebted.

The figures show that it took 1.2 minutes (average) to do the subject work for a book in Group A; 3.0 minutes (average) for a book in Group B; and 8.4 minutes (average) for a book in Group C.

The value of L.C. as a cataloguing tool could now be assessed as it was known:

*for Group A:* that subject work for one item took 1.2 minutes while 30.4% of the items belonged to this group;

*for Group B:* that subject work for one item took 3.0 minutes while 31.8% of the items belonged to this group;

*for Group C:* that the subject work for one item took 8.4 minutes while 37.8% of the items belonged to this group.

It is clear that the subject work for 100 items *without* the help of L.C. would cost  $100 \times 8.4 \text{ minutes} = 840 \text{ minutes}$ .

The subject work for 100 items *with* the help of L.C. would cost:

1. for all items:  $100 \times 2.1$  minutes to check L.C. (table A, column 8);  
30.4
2. for Group A:  $100 \times \frac{\quad}{100} \times 1.2$  minutes.  
31.8
3. for Group B:  $100 \times \frac{\quad}{100} \times 3.0$  minutes  
37.8
4. for Group C:  $100 \times \frac{\quad}{100} \times 8.4$  minutes

The gain in time (or loss for negative results) was therefore: the time to catalogue *without* the help of L.C. less the time to catalogue *with* the help of L.C., i.e.,  $840 - 661.4 = 178.6$  minutes for 100 books or 1.8 minutes per book. As 661.4 minutes is 78.7% of 840 minutes we could also say that the gain in time for *doing the subject work* with the help of L.C. was 21.3%.

This figure of 21.3% is the gain in time for doing the subject work only. It could well be asked: what is the gain in time compared with the complete cataloguing of a book?

Table A can help us here as it shows that the treatment of one book exclusive of subject work took  $4.7 + 1.8 + 2.1 = 8.6$  minutes. To catalogue one book completely (inclusive of subject work; without the help of L.C.) would cost  $8.6 + 8.4 = 17.0$  minutes. The gain in time of 1.8 minutes represents therefore a gain of 10.6% of the time to catalogue a book wholly without the help of L.C.

We can express the above calculations to find the gain in time for doing the subject work with the help of L.C. in an algebraic equation in which we represent the time to do the subject work for one item in the Groups A, B, and C respectively by  $a, b$ , and  $c$  minutes; the percentages of the items "found" in L.C. for the Groups A, B, and C respectively by  $p, q$ , and  $r$  %; the time to check one item in L.C. by  $y$  minutes; the number of books by  $n$ ; and the gain in time by  $G$ . We could then say:

$$G = n.c - n.y - n.ap - n.b.q - n.c.r.$$

minutes

Or, simplified:

$$G = (c - y - a.p - b.q - c.r).n \text{ minutes}$$

A library wishing to find out whether or not to use L.C. for speeding up the subject work for books in *foreign languages* can use the same equation. When we apply this to the different languages of Table B we find the following results:

|   |             |
|---|-------------|
| G (American)  | 3.0 minutes |
| G (English)   | 2.6 minutes |
| G (English miscellaneous)                           | 0.7 minutes |
| G (Average of American, English, and miscellaneous) | 2.2 minutes |
| G (Dutch)   | 2.2 minutes |
| G (French)  | 1.7 minutes |
| G (German)  | 1.2 minutes |

Our statistics have still more to tell.

The *homo economicus* is a well known (although "superseded") fiction in economics, representing the man who acts purely for economic reasons. In analogy to this we could speak of the *homo catalogicus*, the "pure" cataloguer who spends every second of his working day on cataloguing (no conversations with colleagues about rightness or wrongness of Dewey numbers or subject headings; no walks to the toilet; no cigarettes to be rolled, etc.). The figures in Table A, now, represent the *homo catalogicus*, as I took great pains, while compiling the figures, not to be disturbed when engaged in a time unit of a few minutes required to accomplish a certain aspect of the cataloguing process for a certain batch of books. As the time from 1.30 p.m. to 4.51 p.m. comprises 201 minutes (I was engaged in cataloguing only during the afternoons) and as the cataloguing of one book took 12.3 minutes (Table A), the *homo catalogicus* could catalogue in one afternoon  $200 : 12.3 = 16.3$  books. Actually only 159 books were catalogued in 16 afternoons or 9.9 books per afternoon, which is only 60.7% of the output of the *homo catalogicus*. In other words, 39.3% of the "pure" cataloguing capacity was not used.<sup>(10)</sup>

So much for the statistical observations to establish the value of L.C. as a cataloguing tool. A few more remarks may conclude this study.

First of all I must fulfil my promise to say a few words about the reliability of my figures. In this regard it must be said that as a survey of "my" catalogue room, i.e., of



the catalogue room to which I was attached, the figures are useless for two reasons. First, the scope of the figures is too narrow. To make the figures reliable for any library a great many more observations are needed, preferably covering all the cataloguers and not just one. Second, the figures do not represent the same samples, but different samples (taken one after the other which was due to gradual evolution of my experiments).

However, my intention in writing these lines is *not* to give a reliable survey of the cataloguing activities of "my" library, but simply to present a system to assess the value of L.C. as a cataloguing tool. In doing so I used the figures only tentatively. If the observations which I made subsequently are made at the same time and made to cover a sufficient number of cases a way seems to be there not only to measure the value of L.C. as a cataloguing tool, but also to measure other magnitudes of a similar nature (e.g., the value of BNB as a cataloguing tool; the question whether air mail copies of L.C. pay off their extra costs, etc.).

It goes without saying that the observations I made were based on concrete circumstances prevailing at a certain library at a given time. Observations elsewhere might have to be different, e.g., when pre-cataloguing is being practised.

There is one point, however, which I want to recommend strongly. Statistical figures should wherever possible be based on batches of books and not on single books (which gives more reliable figures) and all batches should comprise the same number of books (which enables to draw graphs). I would also recommend that any library wishing to undertake similar observations on a really scientific basis should consult a professional statistician, even if it were only to determine the standard deviation, i.e., the probability that the samples taken are representative of the whole.<sup>(11)</sup>

It seems that activities in this field of library science have been rather scarce; at least Richard L. Logsdon in his above quoted time and motion study remarks: "The conclusion might well follow that librarians by and large are failing to fulfil

their management responsibilities in the area of applying modern techniques in general and motion and time studies in particular".<sup>(12)</sup> Watson O'D. Pierce comes to much the same conclusion: "... it is believed that the definition and compilation of work units, and time per work unit, is one of the most important and neglected areas of administration in the public library field".<sup>(13)</sup>

To conclude these lines with a last remark: I am well aware of the limitations of this study. It does not lead to final conclusions. It presents only a system for observation and gives a taste of some conclusions which might be derived from it. As a system it might be open to improvement.<sup>(14)</sup>

1. *The Library of Congress author catalogue*; shortly referred to as L.C.
2. There is no verb in common parlance or in librarians' parlance to denote the cataloguer's dual task of (a) classifying, and (b), assigning subject headings. A circumscription of "to do the subject work for" (a book) is possible but clumsy. Why not speak of "to subject" a book which is short and meaningful.
3. To avoid misunderstanding, the terms "cataloguing" and "cataloguing process" as used here cover only the production of a draft catalogue card, not the correction ("checking") or multiplication of it.
4. I must speak in the past tense as our catalogue room has been re-arranged. I must also state that I had no stopwatch; all time measurements were carried out with a wrist watch with a big second hand.
5. See Dean D. Battles a.o. *A motion and time study of a library routine*. In: *Library Quarterly*, v. 13, p. 243: "Reduction of fatigue is therefore one of the main objectives of motion and time study".
6. *Library Trends*, v. 2, No. 3, Jan., 1954, p. 407.
7. Cf. Australian Institute of Librarians—Committee on Central Cataloguing. *Report*. Sept., 1948, p. 3.
8. Horace C. Levinson. *The science of chance*. Lond., Faber, 1952. p. 218.
9. For interesting comparative figures see: Emma V. Baldwin. *Cataloguing costs*. In: *Cataloguers' and classifiers' yearbook*, No. 9, 1941, p. 83. Also the same author's *Library costs and budgets* (N.Y., Bowler, 1941). Interesting figures also in: Watson O'D. Pierce. *Work measurement in public libraries*. N.Y., Social Science Research Council, 1949; specially pp. 33, 134, 187. Both authors use the term "cataloguing time" in a different sense than I do; see my later comments on the *homo catalogicus*.
10. For the study of interruptions in the daily working routine, see: Robert Lee Morrow. *Time study*

- and motion economy. N.Y., Ronald Press, 1946. pp. 168-174.
11. Really step-by-step introductions to statistics are rather scarce. The best I have found was: Edward E. Lewis. *Methods of statistical analysis in economics and business*. N.Y., Houghton Mifflin, 1953.
12. Ibidem, P. 406.
13. Ibidem, p. 129.
14. I would consider it a great privilege to receive material compiled by any library on similar lines, i.e., when unpublished. The comparison of the results of various libraries might reveal interesting aspects.

**TABLE A**  
**Component parts of the cataloguing process.**

| Date<br>(1954) | No. of<br>items | Descriptive<br>cataloguing | Checking  |         |                     | Checking L.C.   |           | Subject<br>work |
|----------------|-----------------|----------------------------|-----------|---------|---------------------|-----------------|-----------|-----------------|
|                |                 |                            | Catalogue | Drawers | Total of<br>4 and 5 | No. of<br>items | Time      |                 |
| 1              | 2               | 3                          | 4         | 5       | 6                   | 7               | 8         | 9               |
| Jan. 28        | 9               | 63 (7.0)                   | 10        | 8       | 18                  | 9               | 26        | 51 (5.6)        |
| 29             | 10              | 57 (5.7)                   | 12        | 10      | 22                  | 8               | 17        | 43 (5.4)        |
| Feb. 2         | 13              | 98 (7.5)                   | 19        | 10      | 29                  | 10              | 11        | 52 (5.2)        |
| 3              | 9               | 30 (3.3)                   | 5         | 7       | 12                  | 9               | 23        | 30 (3.3)        |
| 3              | 8               | 64 (8.0)                   | 9         | 5       | 14                  | 9               | 20        | 43 (4.7)        |
| 4              | 9               | 34 (3.8)                   | 8         | 9       | 17                  | 7               | 12        | 26 (3.7)        |
| 5              | 12              | 40 (3.3)                   | 14        | 10      | 24                  | 9               | 15        | 73 (8.1)        |
| 8              | 11              | 43 (3.9)                   | 13        | 7       | 20                  | 10              | 22        | 62 (6.2)        |
| 9              | 9               | 23 (2.6)                   | 9         | 5       | 14                  | 8               | 15        | 18 (2.3)        |
| 10             | 9               | 28 (3.1)                   | 6         | 5       | 11                  | 9               | 18        | 53 (5.9)        |
| 11             | 11              | 38 (3.5)                   | 10        | 9       | 19                  | 9               | 17        | 23 (2.6)        |
| 12             | 11              | 52 (4.6)                   | 12        | 10      | 22                  | 10              | 23        | 56 (5.6)        |
| 16             | 9               | 31 (3.4)                   | 6         | 6       | 12                  | 9               | 20        | 20 (2.2)        |
| 17             | 8               | 68 (8.4)                   | 8         | 5       | 13                  | 6               | 16        | 31 (5.1)        |
| 18             | 12              | 44 (3.7)                   | 12        | 12      | 24                  | 12              | 27        | 44 (3.7)        |
| 19             | 9               | 30 (3.3)                   | 8         | 5       | 13                  | 7               | 13        | 13 (1.9)        |
| Total          | 159             | 743 (4.7)                  | 161       | 123     | 284 (1.8)           | 141             | 295 (2.1) | 638 (4.5)       |

Time expressed in minutes, figures in brackets giving averages. Checking of "drawers" means: drawers containing "catalogue cards waiting filing", etc.

**TABLE B**  
**Frequency of finding items in L.C.**

| Language              |    |    |    |    | No. of<br>items | Group A   | Group B   | Group C    |
|-----------------------|----|----|----|----|-----------------|-----------|-----------|------------|
| 1                     |    |    |    |    | 2               | 3         | 4         | 5          |
| American              | .. | .. | .. | .. | 27              | 11 (40.7) | 11 (40.7) | 5 (18.6)   |
| English               | .. | .. | .. | .. | 41              | 15 (36.6) | 16 (39.0) | 10 (24.4)  |
| English miscellaneous | .. | .. | .. | .. | 24              | 7 (29.2)  | 3 (12.5)  | 14 (58.3)  |
| Dutch                 | .. | .. | .. | .. | 34              | 10 (29.4) | 14 (41.1) | 10 (29.5)  |
| French                | .. | .. | .. | .. | 41              | 8 (19.5)  | 18 (43.9) | 15 (36.6)  |
| German                | .. | .. | .. | .. | 129             | 38 (29.5) | 31 (24.0) | 60 (46.5)  |
| Total                 | .. | .. | .. | .. | 296             | 89 (30.4) | 93 (31.8) | 114 (37.8) |

Group A: subject headings and Dewey numbers found.

Group B: subject headings only found.

Group C: not found in L.C.

Figures in brackets are percentages.

**TABLE C**  
**Time spent on subject work.**

| Date              | No. of items | Time Spent |           |           |
|-------------------|--------------|------------|-----------|-----------|
|                   |              | Group A    | Group B   | Group C   |
| 1                 | 2            | 3          | 4         | 5         |
| 7/12/54 .. .. .   | 5            | 5          | —         | —         |
| 8/12/54 .. .. .   | 5            | —          | 17        | —         |
| 8/12/54 .. .. .   | 5            | —          | 18        | —         |
| 9/12/54 .. .. .   | 5            | —          | —         | 55        |
| 10/12/54 .. .. .  | 5            | —          | 11        | —         |
| 10/12/54 .. .. .  | 5            | —          | —         | 40        |
| 13/12/54 .. .. .  | 5            | 5          | —         | —         |
| 13/12/54 .. .. .  | 5            | —          | 15        | —         |
| 14/12/54 .. .. .  | 5            | 10         | —         | —         |
| 14/12/54 .. .. .  | 5            | —          | 16        | —         |
| 14/12/54 .. .. .  | 5            | —          | —         | 91        |
| 15/12/54 .. .. .  | 5            | —          | 11        | —         |
| 19/12/54 .. .. .  | 5            | 4          | —         | —         |
| 19/12/54 .. .. .  | 5            | 3          | —         | —         |
| 19/12/54 .. .. .  | 5            | —          | —         | 41        |
| 21/12/54 .. .. .  | 5            | —          | —         | 44        |
| 22/12/54 .. .. .  | 5            | —          | —         | 33        |
| 10/ 1/55 .. .. .  | 5            | —          | —         | 45        |
| 11/ 1/55 .. .. .  | 5            | —          | —         | 23        |
| 13/ 1/55 .. .. .  | 5            | —          | —         | 41        |
| 14/ 1/55 .. .. .  | 5            | —          | 15        | —         |
| 14/ 1/55 .. .. .  | 5            | —          | —         | 42        |
| 18/ 1/55 .. .. .  | 5            | —          | —         | 57        |
| 19/ 1/55 .. .. .  | 5            | —          | —         | 18        |
| 20/ 1/55 .. .. .  | 5            | —          | —         | 13        |
| 22/ 1/55 .. .. .  | 5            | 2          | —         | —         |
| 24/ 1/55 .. .. .  | 5            | 4          | —         | —         |
| 25/ 1/55 .. .. .  | 5            | 5          | —         | —         |
| 25/ 1/55 .. .. .  | 5            | 6          | —         | —         |
| 25/ 1/55 .. .. .  | 5            | 8          | —         | —         |
| 25/ 1/55 .. .. .  | 5            | 9          | —         | —         |
| 25/ 1/55 .. .. .  | 5            | 11         | —         | —         |
| 26/ 1/55 .. .. .  | 5            | 4          | —         | —         |
| Total (A) .. .. . | 65           | 76 (1.2)   | —         | —         |
| Total (B) .. .. . | 35           | —          | 103 (3.0) | —         |
| Total (C) .. .. . | 65           | —          | —         | 543 (8.4) |

Group A.: items with subject headings *and* Dewey nos. found in L.C.

Group B: items with subject headings *only* found in L.C.

Group C: items not found in L.C.

Time expressed in minutes, figures in brackets giving averages.

## DEADLINE FOR CONTRIBUTIONS

The Journal aims at being in members' hands by the last day of the issue month and to achieve this it must be lodged with the G.P.O., Brisbane, no later than the end of the third week of that month. Working back from this point through the various printing processes and doubling the number you first thought of to allow for Queensland inertia, it

rapidly becomes apparent that the said aim is impossible of achievement unless copy is in the Editor's hands by the **15th of the month preceding the issue month**. Deadline dates for the four quarterly issues are therefore: 15th December, 15th March, 15th June, 15th September.

## A Note on Reclassification and Recataloguing in University Libraries

*Mrs. Marshall is Deputy Librarian, University of Tasmania.*

*"Change is inevitable. In a progressive country change is constant".*

In the last few years the interest and corresponding literature on reclassifying (one might almost say the "science of reclassifying") has grown considerably, and it is therefore interesting to note, on reading the annual reports of various university libraries in Australia, that no less than three are at present engaged in reclassifying or recataloguing stock.

On page 8 of the annual report of Melbourne University Library we read:

*"Extensive reclassification of book-stock was undertaken to bring various sections at present conforming to the 14th edition of Dewey into line with the 15th edition. This task will take a considerable time to complete".*

Queensland University Library's report, page 2, states:

*"The cataloguing staff managed to surpass even their previous figures . . . in addition approximately 1,200 books were recatalogued".*

and Tasmania University Library's report, page 1-2 says:

*"The new classification . . . is now being put into practice. The work . . . involves not only the changing of the classification marks, but in 50% of cases also recataloguing of the stock. In the six months period July-December, 1954, 3,300 books have been reclassified".*

Now for the purpose of this note the interesting fact about these statements is not what classification schemes or methods of cataloguing are being adopted—this would provide fruitful material for a much more detailed study—but the fact that changes are afoot, and libraries, in spite of the immense amount of work involved in

these reorganisations, attach sufficient importance to the expected improvements to consider the undertaking worth while. As opposed to those who maintain that classification is an outdated and meaningless device in itself, and that as long as each book bears some sort of identifying mark the purpose of classification is fulfilled (even if the mark connotes something quite irrelevant to the contents of the book), it becomes apparent that in the average university library, and especially in those having open access, something more is expected from the classification. In a university library more than in any other is the user aware of the meaning of classification and of the relation of classes and subjects to one another.

The most obvious reason for contemplating a reclassification procedure is that developments and rapid advances in knowledge, particularly in the scientific field, make all but the most recently developed and amended schemes out of date. In an endeavour to admit these latest developments one must choose between two evils: that of distorting the whole scheme to enable related subjects to lie together, or that of appending new classes, often out of context, and thus separating subjects which are related.

Either of these measures can be carried out with reasonable success for a considerable time, but in rapidly growing libraries with ever widening fields, as is every university library to-day, there comes a time when the classification scheme must receive drastic revision, and its rigid walls can no longer successfully contain the flourishing classes within.

Just how soon this state is reached depends to a large extent on the individual library, and the way the classification has been applied since its inception. Moreover, those institutions which have had frequent

administrative changes will invariably find differing tenets of classification and cataloguing upheld at different times. Even when not laid down as a change in policy, imperceptible alterations creep in and become, over a decade or so, firmly delineated changes. The continual surveillance needed to keep cataloguing and classification practices uniform takes much time and care, and, though certainly attempted in the majority of libraries, cannot always be maintained in those where the problem of shortage of staff is always present.

Apart from the purely theoretical reasons of widening fields of knowledge, there are other more pertinent factors which tempt the librarian to take drastic steps in regard to reclassification. Complaints of the library's clientele that books are out of context, difficult to find, etc., do much to undermine both the morale of the staff and the efficiency of the library, and any library can only perform its functions properly if it has the confidence of those who use it. By no means a small part of this confidence can be achieved by evidence of the library's awareness of its own shortcomings, and attempts to overcome them.

Again, since most libraries are understaffed, or at least not overstaffed, it becomes obviously a waste of man-power if staff members are engaged in performing duties whose end does not justify the time spent on them. This time is clearly wasted if the books are classified into a scheme which is out of date and unsuited to the needs of the library, and if efficiency is sacrificed for the sake of uniformity. In cataloguing likewise, the librarian must choose between perpetuating errors of the past, or following new and opposing lines, the latter resulting in a discrepancy which is confusing to both staff and borrowers.

Because of the changing foundation on which it is built, it is patently impossible that a perfect classification scheme can ever be formulated, but it is equally impossible that without continual experimentation even partial success can ever be reached. This does not mean that libraries must be continually changing their classification

schemes (the chaos which this would bring about is quite terrifying to contemplate) but it is a healthy sign that libraries whose collections are becoming unmanageable in their present state have the courage of their convictions to undertake the major task of reclassifying the whole or even a part of their collections.

Just as it is clear that no scheme can be perfect, so it is clear that some are far better suited to one's own library than that which may be at present in use. The fact that different libraries adopt different classification schemes is of little importance, since the needs of each institution will differ considerably, and as long as each chooses that system which will adequately fit its needs and which, as far as it can see, can accommodate future developments, the classification fulfils its function.

On the other hand it is desirable that cataloguing principles display a reasonable uniformity from library to library, while admitting of minor differences to suit individual libraries. Moreover, it is generally true that libraries which undertake major reclassifying projects must at the same time do a considerable amount of recataloguing, and one is not too optimistic in believing that such projects ensure a greater uniformity in cataloguing throughout the country. Australian libraries have up till now been reluctant to undertake the arduous business of reclassifying and recataloguing on a large scale, but with the growing literature on methods and problems of such undertakings, librarians who have felt for some time that a revision in their library is needed, but who have been reluctant to plunge themselves into a major upheaval, may be encouraged to reorganise their stock.

Might I add further, lest some think I am advocating reclassification and recataloguing at all costs, that the problems involved when taking these steps are such that no thinking librarian would attempt the task unnecessarily. There are, however, not a few libraries where conditions make it clear some drastic measures must be taken.



## Stocktaking in Lending Libraries

*Mr. Miller is City Librarian, Newcastle.*

The method of stocktaking to be described was worked out by several members of the Newcastle Public Library staff and may be of interest to lending librarians.

It avoids the laborious task of referring to the records of books on loan. It may, therefore, be of particular interest to those who are already working with a photocopier or are contemplating doing so, for at first sight the use of such equipment involves checking through many rolls of film after the books on the shelves have been checked.

Before describing the system it should be appreciated that the following points are essential to it:—

1. That the library takes stock progressively throughout each year, or a period longer than a year if the size of the library makes this necessary.
2. That the period of loan is two weeks and that an overdue notice is sent and recorded in the library four weeks after the date of issue.
3. That sorting shelves, or a sorting room (called by the barbarians "put" shelves or a "put" room) are used for the preliminary sorting of books before returning them to the shelves.
4. That the total number of books to be checked is divided into a number of approximately equal groups. Each group is to be of such a size as to allow the books on the shelves in a group to be checked in the time available for stocktaking during one week.
5. Omitting a small final procedure early in the sixth week, the check is conducted in five weekly cycles until completed.
6. It is essential that all returned books be taken from the receiving point to the sorting room.

The system is as follows:—

7. During the first week the stocktakers check the books on the shelves in the current stocktaking group.

8. During the next five weeks the books returned each day in this group remain on the appropriate shelves in the sorting room until checked by the stocktakers, preferably on a daily basis, with the shelf list. Books not in the group will, of course, be moved from the sorting room to the library several times daily.

9. All books returned overdue may be treated as ordinary returns if the overdue period is less than two weeks, as no overdue record will have been made regarding them.

10. All books returned which have been overdue for two weeks or more and regardless of whether they belong to the current stocktaking group or not, should be checked daily, preferably by the stocktakers. The check of these books is in two parts:—

- (a) The removal from the file of overdue records entries regarding them.

- (b) The sorting of them on to appropriate shelves in the sorting room.

11. After the completion of 10(b) the check outlined in 8 above should be made.

12. On the first morning of the sixth week the stocktakers check the overdue record with the shelf list.

Consideration of the above will make clear that the checking of the shelves, and books as returned over a four weeks period, followed by a check of the overdue record, completes the check of all books of which a record is held by the library. Keeping the overdue record cleared of entries for books returned (see para. 10(a)) is essential, but it should be done regularly to allow the return of the books to the shelves and to ensure that the final five-weekly check required by para. 12 does not involve the double checking of some books. Finally, the overdue records made during the fifth week ensure that there are records of books borrowed during the first week before they have been checked on the shelves.

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## Obituary

### MISS L. M. FOLEY

The death occurred in Sydney on 6th October, 1955, of Miss Lilian Mary Foley, a member of the staff of the Commonwealth National Library and a foundation member of the Australian Institute of Librarians and of the Library Association of Australia.

Miss Foley graduated in Arts and Law at Melbourne University and served for some years in the teaching profession before joining the staff of the Commonwealth National Library on its transfer to Canberra in 1927. Miss Foley became Senior Cataloguer and held that position until the outbreak of war in 1939, when she was loaned to the Department of Information to organise its library in Melbourne, and later took charge of the Liaison Office which the National Library established in Melbourne during the war to serve the needs of Common-

wealth Government departments located there.

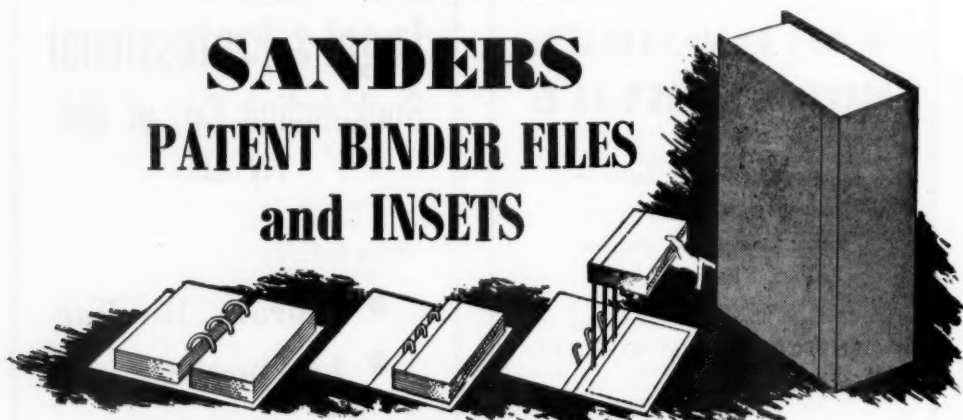
When the war ended Miss Foley was selected to take charge of the Australian Reference Library at the Australian Consulate-General in New York and to represent the National Library as its Liaison Officer in the United States. This post she occupied from October, 1945, until March, 1954. After leaving New York Miss Foley spent a period of furlough in Europe, but following her return to Australia continued ill-health prevented her resumption of duty.

Tributes to Miss Foley's distinguished service and devotion to duty were paid in the Senate on 12th October by the Leader of the Government in the Senate, Senator O'Sullivan, and Senators Tangney and Arnold.

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## The Library in the Private School

*Mr. Cowdery is Librarian, Sydney Grammar School. His paper was presented originally to the January 1956 Meeting of the N.S.W. Division of the Section for Library Work With Children and Young People.*

The Sydney Grammar School was incorporated by an Act of Parliament in 1854 and is therefore a public school rather than a private school, although its activities correspond to what is now called a private school. Assuming that there are problems common to all school libraries, certain outstanding difficulties immediately come to mind.

### 1. Planning the Premises.

The assistance and co-operation of the School Library Service, members of the Library Board, the architect, and the librarian are essential to success in the design of the library premises. It is astonishing to see the number of cases in which the librarian's opinion is not sought, the whole plan left to the architect, who knows nothing about working a library, and no assistance is requested from the Education Department or from members of the Library Board.

The degree of success achieved in planning this library depended entirely on the co-operation of the above. Unless the intention is to create a library first and to stock a school library second, then it is very hard to avoid the old premise that any large room will do for a school library. The need for storage and work space and a room for the librarian are just as great in a school library as in any other.

The ultimate size of the library must be taken into consideration and the shelving calculated accordingly. It is surprising how easy it is to overlook problems of ventilation, seating, nature of the flooring and so on, all of which are the intimate concern of the librarian.

### 2. Providing the Books.

Thanks to the foresight of the Trustees and the generosity of Mrs. Chase, it was

possible to build up two collections in the years of planning; one an information and reference collection, the other a collection of junior fiction with some more general work. These were at a very advanced stage and had been in use for some years when the library opened.

An initial grant is absolutely necessary to a new library and I should regard anything less than a thousand pounds as quite inadequate.

The sooner a new librarian develops a policy of ordering, the better. A school librarian is best advised to establish close relations with one or two booksellers who happen to suit him and to order by letter rather than any card system. This does not interfere with buying in the shop and if a check is kept on the accession register, duplication of orders is not impossible but easily avoidable.

In a school there must always be someone who says what is to be bought. It is best left to the librarian, but a library committee, especially in the early days of a library's life, is at once natural, for the Trustees cannot have any close knowledge of the librarian's ability and temperament; and helpful to the librarian, who must be governed by the intentions of the Trustees. Beyond that, it has been shown that it is wise to accede, as far as possible, to the demands of the teaching departments and the children's interests, because they are the people who are going to use the library and, generally speaking, they know what they want.

### 3. Staffing the Library.

I was recently interested to visit a library very similar in size and purpose and not very much larger, in another State; it had five employees. A school librarian is on his own, and it is absolutely essential that boys carry out much of the work. Sydney Grammar School has a voluntary library staff of over forty boys recruited from all forms, organised into sections, and working by rosters. Recruits are formally interviewed

by myself with two or three boys present, and only appointed after we are satisfied with their qualifications. Discipline in the library is largely a matter for the older boys.

#### 4. Classification and Cataloguing.

Classification in the library must remain entirely in the hands of the librarian himself. The Dewey Decimal Classification is used because the school library should be the children's introduction to all other libraries, but it is not always satisfactory for our purposes, and the school librarian is often liable to a bad attack of "Deweyitis". He has not the knowledge necessary to break away from it and make his own divisions (as for sports), and only too frequently applies it too rigidly, rather than grouping books where they are really useful. All these faults are visible to the close observer in this library.

Because the catalogue was slow to develop and in fact will not be complete for some years, the form of cataloguing has been made as simple as possible. We do not use analytical notes but merely main entry with as many subject references as seem useful. The work of the boys has been invaluable in catching up with the catalogue.

#### 5. The Library in Use.

In a very closely organised collegiate institution such as this, the charging of books is simply done by the entry of the name and group of the borrower on the book card and the stamping of the date due on this and on the date due slip. A borrower's card is not necessary where the borrower is under control for so much of the day; charging and discharging is carried out by the boys. Books are lent for seven days only, except under privilege, and overdue fines are at a penny per working day. The library is open for as long as possible, generally from 8.30 a.m. to 4.30 p.m. Loans are made over all the vacations but all books are recalled at the end of third term and as few borrowings as possible allowed for the Christmas vacation. This is in contrast to many school libraries, which do not lend over the vacations, which are just the times when some boys, as well as teachers, wish to read extensively.

There are no library periods as such, but some instruction is given as opportunity offers, especially when masters bring history and other forms to the library.

The stocktaking of eight thousand books would be an impossible matter for one man. It was done last year by the simple expedient of giving each of four teams of three boys a drawer of the shelf list. One boy called the books from the shelves. The next boy checked with the shelf list and slipped a metal signal on to the shelf list card of any book which was missing, while the third boy recorded the accession numbers of all books present. The results can then be collated as soon as time permits.

#### 6. Maintaining the Library.

In addition to the initial grant already mentioned, a regular income is essential to the continued life of any library. A library which is not constantly refreshed is a dead thing. I should place the desirable assessment for a library such as this at not less than a thousand pounds per annum. Of course we do not spend anything like this, although last year, between our regular assessment and gifts, we spent not less than six hundred pounds, not including Mrs. Chase's gifts of books. And still there is a great demand for science books, for geography books, for history books, and for books on games and hobbies.

Among the financial drains on a growing library are the recurring subscriptions to periodicals, and stationery and repairs. We have an exceptionally fine selection of periodicals which are widely used and appreciated. They represent an excellent selection along the lines of the periodical file recently published by this section.

Binding and repairs are a very great problem. In one year here the cost of repairing some good books and binding some back numbers of periodicals cost us one hundred and twenty pounds. However, the advent of plastic solutions may give all school libraries the opportunity of doing more of their repairs and periodical binding at much lower cost. We intend to try plastic binding ourselves and I have boys sufficiently interested and willing to undertake such work. If it is a success the saving will be very great.



## 7. Human Relations.

Library promotion is just as necessary in a school as in any other community and the librarian's relations with his library staff, the teaching staff, and the old boys, and all others interested in it are of paramount importance. Unfortunately, a school is a busy place and the librarian a busy man, and unable to devote all the time he should to this. However, it is his duty to see as many boys as possible and to find out what their needs are, and what sort of use they are making of the library.

In conclusion, many of the problems of the librarian in the private school can be

solved through his active membership of the Library Association. The Education Department has set up a School Library Service to look after its own teachers and extends all possible help to the non-departmental librarians. But we do not enjoy this as a right. We do enjoy, as a right, membership of the Library Association and through it, contact with other librarians of all kinds, together with all the benefits of their fellowship, assistance and criticism. Membership of the Association is a most rewarding experience, offering not only assistance, but also, through our section, the opportunity of service to the library movement.

By N. S. LYNRAVEN, B.A.

# Two European Conferences

*Mr. Lynraven is Commonwealth National Library Liaison Officer in London.*

The suggestion in the October issue of the *Australian Library Journal* that I should forward a personal report on the International Library Congress at Brussels has been duly noted. To compensate for my missiveness in not having done so ere this I have written, in addition to a short account of this congress, some notes on a second meeting that should be of interest to Australian librarians, the UNESCO meeting of experts on the international exchange of publications.

International conferences are intriguing for a number of reasons, not the least being the technique of providing translations, a process without which the objective of participants, which is to reach an agreement, would stand little chance of success. At both the above conferences, translations were provided simultaneously, which means that speakers do not have to interrupt their speeches while the interpreters do their stuff, but the interpreters translate while the speech is actually in progress, and like a good stenographer they are rarely more than a few words behind the speaker. Other conference members may therefore listen to

the speaker or, by slipping on headphones, to a translation. At these two conferences the working languages were English and French, so that any one unfamiliar with either language, as Russian and other Slavic members sometimes are, need an intermediary interpreter as well.

At a Scientific Film Congress which I attended in Rome, there was a battery of interpreters, and one could tune in to any of four languages, English, French, German or Italian. German is one of the trickiest languages from which to render a simultaneous translation as the sense of a passage is often only revealed with the verb which ends the sentence.

## International Library Congress, Brussels, 1955

It is doubtful if a world congress of librarians and documentalists of the magnitude of this one has ever been staged before. Actually it was a synthesis of three conferences — the IFLA-sponsored third Congress of Libraries (the second was held 20 years before in Madrid), the twenty-second Conference on Documentation, sponsored by FID, and the fourth Congress of Music Libraries. The organisers having allowed for an attendance of 600, were con-

fronted with great difficulties when over 1,200 attended, but they rose admirably to the occasion and solved most of the attendant problems. From the participants' point of view, there were other problems such as the clashing of FID and IFLA sessions and the difficulty of doing effective lobbying in the packed corridors of the University. One had to compromise and do the best he could.

Of the 1,200 present over half were from the Latin-European countries, countries which are very conference-minded. There were smaller representations from overseas and several countries, including Australia, had a sole representative. In all 44 countries participated.

As can be imagined, there were a number of distinguished members of the profession present, and among those I had the opportunity of meeting were Dr. Luther Evans, who is well known in Australia, Dr. Ranganathan, and Julien Cain who guides the destiny of the *Bibliothèque Nationale*. There were many other notable European librarians.

One's first impression of the congress was that it was too unwieldy for positive results to be forthcoming. As an American delegate put it, it was a hard congress "to get hold of".

The second impression was the variety of conceptions of what libraries and documentation stood for, and there were many who, metaphorically as well as literally, did not speak each other's language. The consequence was that resolutions emanating from the various sessions were about as broad as they could be. These are set out in the *Actes* and are summarised in the UNESCO Bulletin for Libraries (November-December issue, 1955), and I shall not take up space by attempting to list them here. Perhaps the most significant outcome was the generally expressed desire for a more closely-knit relationship between the libraries of the world than has obtained in the past, and the many resolutions passed all contributed in their own way towards this end.

#### **Unesco Meeting of Experts on the International Exchange of Publications**

A much more workable meeting than the Brussels Congress was the above meeting

to which Australia was invited to be represented by a contributing observer. Fifteen member countries of UNESCO, including Australia, were represented at this meeting which was held in Paris between the 6th-10th February. Most of the representatives were from National Libraries or International Exchange Centres.

In contrast to the weather, which made London's deep freeze seem tropical, the meeting was marked by amiable warmth. The battle for the retention of the Brussels Convention of 1886 was vigorous, as its liquidation would obviously mean a disturbance in the internal arrangements of many signatory countries of which the United States was one. The battle was lost, however, as the inflexibility of the multi-lateral principle of the Brussels Convention and its stiff obligations on signatory countries were generally recognised.

The proposal that it should be replaced by a convention that was a framework of guiding principles encouraging countries to arrange and develop bilateral agreements for the exchange of publications was an Australian one. It was warmly supported by France and finally found general acceptance. Whether there should be one convention to cover the exchange of both governmental publications and those of universities and learned societies, or whether there should be two separate conventions, was not finally resolved, as the learned publications of such countries as U.S.S.R., Yugoslavia and Poland, who were all represented, are regarded as official publications, while in other countries they come into the category of "non-official" and are often outside the control of international exchange centres.

Other recommendations of the meeting were the free franking of exchange material, its more expeditious despatch, and its freedom from customs formalities.

It will be some time before the effect of the committee's recommendations will be felt. If acceptable to the Director-General and the UNESCO Executive Board, drafting experts will be called in and appropriate action will finally be taken by a UNESCO General Assembly.

By HELEN G. PALMER, B.A., B.Ed.

## Australian Social History Material for Children

*This paper was originally presented at the January 1956 meeting of the N.S.W. Division of the Section for Library Work with Children and Young People.*

There are many definitions of social history. In this context, I am taking it that, whereas formal history may concentrate on what is recorded as the end product—laws, reforms, speeches—social history is more concerned with the processes that preceded them. It deals with the elements in the everyday lives of the ordinary people, elements that, of course, give rise to the thoughts, desires and acts that make history.

I think there is agreement that Australian children frequently have a distaste for their own history, as well as a predisposition towards it. At first they respond with curiosity and interest; later this peters out and tends to be replaced by boredom. This applies even more to the previous generation; many of us never even had the spark of interest aroused. Indeed it is only likely to be aroused by some imaginative experience—and the child is fortunate who has such an experience early; perhaps from hearing someone talk about the past in a revealing way, or by a glimpse of the life of the time conjured up by the sight of one of Greenway's buildings or the marks of a convict pick in Sydney's stonework. It is only likely to be aroused by contact with something that lies underneath formal history; perhaps this is why history teachers are always on the lookout for "local colour" material "to enliven history topics". I would prefer to think of what they are looking for, not as something to be applied to formal history as a garnish, but as a closer contact with the human motives for social behaviour and action that formal history sometimes fails to reveal. Why do people act in ways that "make history"? What was there in the lives of men and women of the 'forties and 'fifties that made them hang all

their hopes on self-government? What really stirred people up about transportation, so that when the *Hashemy* anchored in the Harbour all shops were shut and the Quay was filled with one of the biggest crowds of protest ever seen in the colony? What is there in our past traditions that made the citizens of Melbourne, when Ned Kelly was to be hanged, sign petitions for release by the thousand?

The collector of social history material can perhaps be the middleman who helps make contemporary material accessible to those who want to probe beneath the surface. To say "for children" does not limit the range of subject matter; it relates merely to accessibility, as adults are in a better position to hunt out the material they want.

In Australia the core of the problem is accessibility. Our history-writing is in a youthful stage and much of the picture has yet to be filled in. The exploration of primary sources is only beginning. It is much easier for a child to find out how people lived in the Middle Ages in Europe than how his great-grandparents lived in New South Wales.

That will take only time. More serious perhaps is the inevitability with which work more than a few seasons old goes out of print and is never seen again. What perhaps can one expect when it is impossible to go into a bookshop and buy even the works of Henry Lawson?

If "for children", then, means "available" (for classroom and library) what one is dealing with is merely the top of the iceberg, a top that seldom reflects the variety or interest available underneath to the research student.

There is a still further limitation. It is characteristic of formal history that its elements are written down, in documents that reflect the public acts of public figures. Social history material is more elusive. On the one hand, it is all round us; in the

advertisement columns of contemporary papers, for example. On the other, it is likely to disappear rapidly, for social history is interested in the lives of the kind of people who seldom rush into print.

The sources are of three main kinds.

First, contemporary material. We now have Manning Clarke's two volumes of selected, edited documents, and there is a short Australian chapter in Portus' *Milestones in Economic History*. Otherwise, except as it is drawn on in work referred to below, the whole field of documents, press, periodicals, pamphlets, books of impressions, travel, letters and memoirs, and fiction, is available only to those able to delve in the larger libraries. There has, however, been one small revival—in that valuable source, popular balladry and more books of pictures and early photographs are now appearing.

Second, secondary works. There is lively material in many serious studies, such as Kiddle's *Caroline Chisholm* and Evatt's *Rum Rebellion*; and much in works of the semi-fiction type, such as *Settlers and Convicts* and Clune's bushranging books.

Third, historical fiction—a variable commodity—of which more is being written lately, for adults and children.

Let us look at two or three of the main periods in our history and mention a few of the works of interest. Those referred to contain material of social history interest, no judgment is made about their interpretative value. (As only those available are mentioned, to save space full details are not given, they will be easily recognised by bookshops and libraries.)

(a) **Early Settlement.** This period is rich in official records, and there are good contemporary accounts such as those by Tench and Collins. Naturally, though, one does not find accounts of the life of the convicts or small settlers written from the inside.

There are biographies such as those of Cook, Banks, Flinders, Macquarie, Macarthur, Greenway. That valuable book, *True Patriots All*, is one of the few collections of popular contemporary writing (broadsheets). *Rum Rebellion* (Evatt) is invaluable, and Mackaness' *Blue Bloods of Botany Bay* should be mentioned. *Blue Mountains' Story* (Gurr and Harrowsmith)

can be read by children. Fiction in print includes Eleanor Dark's trilogy, *Ralph Rashleigh* and *For the Term of His Natural Life*. For children there are Eve Pownall's work and other books such as *Verity of Sydney Town*. Davison's *Children of the Dark People* is a good collection of aboriginal stories. For reference, Herman's *Early Australian Architecture* is important.

(b) **Expansion and Development.** In the thirties and forties, countless new arrivals wrote accounts of journeys, exploration, experiences, for an eager public at home.

Reprints of such material include *A Homestead History* (ed. James), *Georgiana's Journal* (McCrae), *Settlers and Convicts*. There are biographies of *Caroline Chisholm* (Kiddle), *The Hentys* (Bassett), *Sir Thomas Mitchell* (Lumpston). Neta Griffith's books on early homes are interesting. *The Children Went, Too* (Mony-penny) and *Old Man River of Australia* (Pirani) are both written for children. Bean's *On the Wool Track* and Godard's *Life and Times of James Milson* are, in their different ways, valuable source books. For fiction, Barnard Eldershaw's *A House I: Built and Green Memory* are important, while *West of Sunset* (Kiddle), *A Saddle at Bontharambo* (Samuel), and *Southward-ho with the Hentys* are all written for children.

(c) **Gold.** At this time again, numerous people wrote of their experiences, but little is in print. (*Historical Studies*, Special Issue, December, 1954, gives a very full bibliography of the period).

S. J. Gill's drawings (sets of which are available from galleries), Holtermann's photographs of later goldfields (some of them reprinted in that valuable collection of photographs, *Our Yesterdays*, and others in Cato's vast *Story of the Camera in Australia*), together with Thatcher's songs (some reprinted in *The Australian*, by Wannon), provide a richer picture of the gold days than is available in print elsewhere. Turnbull has written short monographs on Lalor and on Stephens, the union pioneer. The best overall illustrated book is available only from the Victorian Government that produced it, *Golden Years*, a centenary publication. *The Five Bright Stars* is one of the few pieces of fiction in print.



When one turns to the second half of the century, the picture is even less satisfactory. To some extent the creative writers take over the task of recording; the best pictures of selecting are in Lawson, of bushranging in *Robbery Under Arms*. By this time less was written for an overseas public of a descriptive character, the early interest in Australia as a country for migrants had passed. Although this was the period during which the country was transformed from a pioneering colony to a nation, it is the least fully recorded. The major works are out of print; to mention only two in a special but important field, Spence's *Australia's Awakening* and Lloyd Ross's biography of William Lane.

Two or three more encouraging trends may, however, be pointed out. The first is for the increasing number of general histories to include more social history material—witness Shaw's *Story of Australia*. The second is for a sharp increase in the number of local histories being prepared—some very good (like *Track of the Years*, about St. Arnaud in Victoria), some readable only by those in search of specific information. Albury, Grenfell, the Weddin Mountains, Goulburn, Geelong, Ararat have recently been covered, to name only a few.

For children, how can the picture be made less meagre? Partly, one might suggest, by directing them more frequently to local buildings, streets, and monuments—even tombstones. Partly, too, by encouraging the digging out of local histories, however inadequate, and local newspapers and by sending them to family papers and pictures and to the memories of their grandparents.

Adults can help by encouraging the production of secondary work—collections of pictures such as those of Gill, local studies, collections of documents and selected material, and above all reprints of descriptive classics long unavailable. There are some good historical plays (such as those by Esson on Eureka, Dann on Caroline Chisholm, Tennant on Deakin). On the other hand, there are few books for young children. (*The Australia Book* is a notable exception).

The raw material is there, richly; it is a problem of making it accessible, to children and to us all.

APRIL, 1956

## LIBRARY ASSOCIATION OF AUSTRALIA SPECIAL LIBRARIES SECTION

### Memorandum on the Recovery of Journals from Dead Letter Offices

You are asked to note that it is proposed to adopt the following procedure for the recovery of scholarly journals from the Dead Letter Offices in each State.

Superintendents of the various State Dead Letter Offices have been requested to notify the lists of their holdings at regular intervals (normally monthly) to the Division or Group Secretary of the Special Libraries Section in their respective States.

Each Division or Group Secretary of the Section will then circulate to all libraries in his own State who have applied to participate in the scheme, copies of the lists received from his local Dead Letter Office. Nil returns will not, however, be circulated. Libraries wishing to claim an item or items on any particular list should NOT apply direct to the Dead Letter Office concerned, but should inform their Division or Group Secretary of their requirements. It is emphasised that speed in notification is essential if the goodwill and co-operation of the Dead Letter Office staff is to be retained. Upon receipt of requests from member libraries, it will be the responsibility of the Secretary concerned to designate a member of his Division or Group to collect all items concerned from the Dead Letter Office and to distribute them accordingly.

Each Division or Group Secretary will supply one copy of each list received from his local Dead Letter Office to the Hon. Secretary/Treasurer of the Section, who in turn will be responsible for supplying interstate lists to those libraries wishing to receive them.

Libraries who have already applied to participate should note that it has now been decided not to make a charge at this stage in respect of this service by the Section. The Section Executive reserves the right, however, to reconsider the question of costs at a later date, after experience has been gained in the working of the scheme.

It is hoped that the scheme will operate efficiently on the above basis. Requests for further information, and applications to participate, should be forwarded to:—

The Hon. Secretary/Treasurer,  
Special Libraries Section,  
C/o Cancer Institute Board,  
483 Little Lonsdale St.,  
Melbourne, C.I., Victoria.



# Registration Examination, 1955

## RESULTS

### Australian Capital Territory

#### *Pass in four papers—*

Somerville, Barbara E. (with Merit R1 and R2).

Westwood, Margaret Mary

#### *Pass in three papers—*

Barr, Heather Grace

Menzies, Walter Neil

Thorn, William Darbyshire

#### *Pass in two papers—*

Cox, Margaret Heather

Nolan, Audrey Margaret

#### *Pass in one paper—*

Van Pelt, Jan Daniel

Velins, Erika

### New South Wales

#### *Pass in five papers—*

Cuskey, Janet Roberta

#### *Pass in four papers—*

Allen, Geoffrey Gordon (with Merit R8)

Beck, Frederick Arthur

Giumelli, Joan Mary (with Merit R5)

Hudson, Lindsay Grace

McClymont, Valda Jean

Pender, Margaret May

#### *Pass in three papers—*

Alcorn, Samuel Alexander

Allen, Megan Constance

Beddie, Merle Kirkpatrick

Bishop, Pamela

Davies, Mary Grace Elizabeth

Fowler, Margaret Phyllis (with Merit R3)

Hall, Elaine Dorothy

Hall, Noelene Marie

Johnson, Athol Lester

McKay, Heather Jean

Millington, Frank Seymour

Nelson, Jack (with Merit R1)

O'Leary, Mary Elizabeth

O'Leary, Philippa Perpetua

Parkes, Anne Stuart

Scott, Joan Margaret

Scott, Margaret Joan

Sim, Helen Grant

Trask, Margaret

Watson, Valma Mabel

#### *Pass in two papers—*

Allison, James Barrington

Bairstow, Isla

Carroll, Cecily Hyacinth

Cottle, Cynthia Jane

Dowd, Marion Frances

Gillam, Helen

Grooms, Janis Rosemary

Hunt, Leonard Douglas (with Merit R6)

Llewellyn, Shirley Ivy

Murray, Heather Betty

Myers, Suzanne

Pearson, Joan

Rewell, Moya Mary Anne

Rooke, Judith Mary

Smith, Hessie

Tod, Gweneth Hume

Warwick, Patricia Joan

#### *Pass in one paper—*

Ballard, Elizabeth Ann

Barwell, Margaret Joan

Bing See, Rosemary Dawn

Boyd, Benjamin John

Cope, Russell Leslie David

Crosthwaite, Patricia Anne

Fardell, Gladys Joyce

Huxtable, Dorothy Mildred

Lees, Barbara Ann

Maude, Jacqueline Mary

Miller, Jeanine Genevieve

Morton, Jack

O'Reilly, Mary Kathleen

Prentice, Richard Rushton

Prideaux, Brian Angus

Simkin, John Edgar

Stonehill, Shirley

Townley, Romola Maria

### Queensland

#### *Pass in two papers—*

McPhail, Isabel Jean

Schindler, Charles

Scott, Ellen

#### *Pass in one paper—*

Denmead, Rosemary Clare

Dobson, Lesbia Constance Alma

Krohn, Edith Muriel

Macmillan, Ann

Melville, Corinna Edith  
Smith, Jean Eunice Hackshall

**South Australia**

*Pass in four papers—*

Wells, John Anthony

*Pass in three papers—*

Dunstan, Douglas Warwick  
Short, Phyllis Margaret  
Smith, Jennifer Ann

*Pass in two papers—*

Batley, Josephine Mary  
Bettison, Margaret Selina  
Blaszczynska, Renata  
Correll, Shirley Edith  
Dawe, Peter Harold  
Fischer, Gerald Lyn  
Hemmings, Joan Margaret  
Ralph, Peter  
Russell, Peter

*Pass in one paper—*

Aylmore, Neville Charles  
Burns, Marjorie Ruth  
Byrne, Bernadette Maria (with Merit  
R5)  
Hand, Elizabeth Joyce  
Macrae, Julia Anne  
Mills, Bessie Heather  
Moore, Dorothy Jean  
Olding, Raymond Knox  
Owen, Gwentyth Winsome  
Palmer, Barbara Jill

**Tasmania**

*Pass in four papers—*

Moody, Diane Shaw (with Merit R1 and  
R2)

Pickering, Tom Mansergh  
Reynolds, Jennifer May

*Pass in three papers—*

Buckie, Joan Margaret  
Masterman, Evelyn Loois  
Tucker, Majorie Clare

*Pass in two papers—*

Britcliffe, Kay

*Pass in one paper—*

Gibson, Catherine Mansell  
Láskey, Mary Elain  
Robertson, Bonnie Lyn  
Saunders, Peter Henry  
Shone, Verna Jennifer

**Victoria**

*Pass in four papers—*

Harnett, Mary  
Meade, Shirley (with Merit R4B)

*Pass in three papers—*

Aitkenhead, Janet Margaret  
Blain, Gillian Roper  
Burrage, Winifred May  
Evans, Janice Melva  
Harrison, Judith Mary

*Pass in two papers—*

Cameron, Mary Lachlan  
Davey, Lois Jean  
Holman, George Clavering  
Johns, Helen Wallace  
Kemp, Clarice Grace  
Lublin, Anne Elizabeth  
O'Keeffe, Kathleen Mary  
Smales, Mary

*Pass in one paper—*

Anderson, Hugh McDonald  
Challenger, Beryl Ruth  
Dirkis, Patricia Claire  
Jones, Marion  
Long, Nonie  
McClelland, Shenah Janet  
McNamara, Irene Winifred  
Odgers, Ida Dorothy  
O'Shannassy, Margaret Mary  
Radvansky, Susan Catherine

**Western Australia**

*Pass in two papers—*

Tweedie, Ian Douglas  
White, Antoinette Elizabeth Marigold  
Senior

*Pass in one paper—*

Roberts, Leila Shirley  
The following completed the Registration  
Examination this year:

**A.C.T.—**

Cox, Margaret Heather

**N.S.W.—**

Barwell, Margaret Joan  
Beck, Frederick Arthur  
Boyd, Benjamin John  
Dowd, Marion Frances  
Fardell, Gladys Joyce  
Giumelli, Joan Mary  
Hudson, Lindsay Grace Barrow  
Hunt, Leonard Douglas McDonald  
McClymont, Valda Jean  
O'Leary, Mary Elizabeth  
O'Reilly, Mary Kathleen  
Scott, Joan Margaret

**Queensland—**

Melville, Corinna Edith  
Schindler, Charles

**South Australia—**

Batley, Josephine Mary  
 Correll, Shirley Ruth  
 Hand, Elizabeth Joyce  
 Olding, Raymond Knox  
 Owen, Gwenyth Winsome  
 Wells, John Anthony

**Tasmania—**

Britcliffe, Kay  
 Pickering, Tom Mansergh  
 Tucker, Majorie Clare

**Victoria—**

Long, Nonie  
 McNamara, Irene Winifred  
 O'Keeffe, Kathleen Mary

**West Australia—**

Tweedie, Ian Douglas  
 White, Antoinette Elizabeth Marigold  
 Senior

**Candidate sitting in London—****Pass in two papers:**

Coote, Dorothy Margaret

**PASSES IN GROUPS OF PAPERS**

1 who took 6 papers passed in 5  
 1 who took 5 papers passed in 3  
 1 who took 5 papers passed in 2  
 13 who took 4 papers passed in 4  
 12 who took 4 papers passed in 3  
 4 who took 4 papers passed in 2  
 4 who took 4 papers passed in 1  
 21 who took 3 papers passed in 3  
 20 who took 3 papers passed in 2  
 20 who took 3 papers passed in 1  
 19 who took 2 papers passed in 2  
 18 who took 2 papers passed in 1  
 10 who took 1 paper passed in 1

Total 144 who passed in one or more papers  
 out of 197 who attempted one or  
 more.

30 candidates completed the Regis-  
 tration Examination in 1955.

**REPORT ON RESULTS**

The following is the usual table of statistics: Passes and Failures by Papers.

|  | Pass       | Fail       | Total | Merit |
|--|------------|------------|-------|-------|
| R1. Cataloguing, excluding classification<br>and subject headings .....                                    | 59 (46%)   | 69 (54%)   | 128   | 3     |
| R2. Classification and subject headings .....  | 61 (53%)   | 54 (47%)   | 115   | 2     |
| R3. Cataloguing and classification:<br>Practical .....   | 62 (45.3%) | 75 (54.7%) | 137   | 1     |
| R4. Provision, administration, processes<br>and services of libraries:                                     |            |            |       |       |
| A. General reference libraries .....   | 5 (38.2%)  | 8 (61.8%)  | 13    | —     |
| B. General lending libraries .....   | 14 (70%)   | 6 (30%)    | 20    | 1     |
| C. University and college libraries .....  | 7 (46.7%)  | 8 (53.3%)  | 15    | —     |
| R5. Provision, administration, processes<br>and services of special libraries and<br>information services: |            |            |       |       |
| A-H .....  | 20 (87%)   | 3 (13%)    | 23    | 2     |
| I. Australiana .....   | 4 (100%)   | —          | 4     | —     |
| R6. History and purposes of libraries and<br>related services .....  | 24 (70.6%) | 10 (29.4%) | 34    | 1     |
| R7. Production, acquisition and indexing<br>of materials for research .....                                | 14 (70%)   | 6 (30%)    | 20    | —     |
| R8. Production, publication, history and<br>care of books .....  | 7 (53.8%)  | 6 (46.2%)  | 13    | 1     |
| R9. Archives, with special reference to<br>Australia .....   | 2 (50%)    | 2 (50%)    | 4     | —     |
| R10. Work with children .....  | 24 (88.9%) | 3 (11.1%)  | 27    | 1     |

In most papers the proportion of passes to failures shows little change. But in some subjects there is a better average amongst those who pass; that is, not so many who have just scraped through more by grace than by goodness. The failures, if anything, are more certainly complete, mainly for the reasons set out in previous reports and in the *General Advice to Candidates* in the Handbook.

Many candidates are too young, too immature, too inexperienced or untrained generally for tertiary studies. They would be better occupied for a few years to study for a university degree, which is one of the reasons why all candidates for the Association's examinations should be matriculated. But some graduates are no more than facile, and commonly mistake irrelevant padding for thoughtful discussion.

Questions are still taken as though they were excuses for outpourings of unrelated and even entirely irrelevant information. Many candidates do not realise when a question is particular, or will not, and there is some evidence of wilful misunderstanding and twisting of questions away from what candidates don't know to what they think they know. For example, by loose reading or deliberate misreading, Question 4 in Paper R7 was turned by many candidates from one on the indexing and abstracting of periodical literature as the *business of libraries* and librarians into one on their *use to and use by libraries* and librarians.

Expected questions on some things seem to have made them better known, but also these expected questions are being a little too obviously prepared for, whilst newer ones are either being avoided, or poorly answered, although they are well covered by the syllabus. Every part of the syllabus cannot be covered in every examination, and there is no guarantee that there will always be, for example, cataloguing questions on arrangement and the A.L.A. Filing Rules, or even on specific entry and Cutter's Rules. Candidates will only have themselves to blame if they fail through bad tipping instead of pass through a systematic and thoughtful cover of the syllabus of the subjects they take. But some could prepare themselves for the questioning of questions which is necessary for good answering, by

reading past questions and carefully considering the meaning and intention of such words in the imperative mood as "Discuss", "Compare", "Estimate".

Some candidates might also pause to think that the examiners are people with a lot of other things to do at which they could make more money or have more fun, and who certainly give more time to the examinations in two months of marking than some candidates appear to give in a year's marking.

The following are summaries of extracts from the examiners' reports to the Board of Examination on individual papers.

#### R.1.—CATALOGUING, EXCLUDING CLASSIFICATION AND SUBJECT HEADINGS

The average of marks above the pass mark was better than in previous years, but there is about the same percentage of failure, for the same reasons.

Candidates learn set answers for questions they "tip", and when these are not set they are in difficulties. This year no question asked for a discussion of dictionary *v.* classified catalogue and there was none on filing rules. Undeterred, many candidates used prepared answers to these questions, particularly the first two questions.

In Question 3 the effects of growth on housing and upkeep were bypassed by most candidates and only a few mentioned punched cards.

In Question 4 candidates from some centres confused added entries and references. One source of confusion is the use of the word reference in the sense of reference to literature, instead of entry, and another the use of reference forms, *e.g.*, Hamlet *see* Shakespeare, W., for added entries. The definitions and uses of the questions are those of the prescribed rules.

In Question 5, which was popular, many candidates gave cases without making any attempt to discuss the principles involved.

In Question 6 candidates fell into three groups. The smallest consisted of those who gave thoughtful, considered answers, discussing both pros and cons. The second had read Lubetzky's discussion of corporate entry and were emboldened to be highly critical of the rules for institutions and

societies. The third which probably had not read Lubetzky: Cataloguing Rules and Principles, Wash. 1953, considered the Rules were right because they were the Rules.

The last two questions were reasonably well answered.

## R.2.—CLASSIFICATION AND SUBJECT HEADINGS

The general and some of the special remarks on R.1 also apply to this paper. Questions 3 and 4 were commonly turned into dictionary *v.* classified catalogue without qualification or quarter, and Question 8 showed confusion over references in a somewhat different but related way; candidates are not clear about the differences in function and form of entries, and with "refer from" and "see also" almost literally: do not know whether they are going or coming. In Questions 1, 2 and 9 many assumed more virtues in U.D.C. than they could explain.

In Question 1 many candidates artlessly or artfully mixed the alternatives and many did not seem to understand that our "Arabic numerals" are decimal with or without the decimal point, and that extending numbers by 01/99 is just as decimal as extending them by 0/9. Many do not clearly distinguish between notation and classification, or understand the necessarily procustean nature of any notation, and almost all, God bless them, struck a brave blow for Ireland.

Question 2 had few takers. Apparently it was not expected. Little knowledge was shown of L.C., and one or two even confused its alphabetical sub-arrangements with its literal or alphabetical notation. Many kept to the alphabetical sub-arrangement of persons and even authors and, in ignorance or by intention, tried to make it a Cutter number question.

Question 3 was done from theoretical rather than practical knowledge, but better than might be expected; some are still not clear about U.D.C. numbers, which can be reversed and still filed with main class numbers, and many have not noticed or been told that not all the form numbers are corresponding main class numbers in round brackets.

Question 6 was so much a gift that many wasted time looking at it too closely in the

mouth, and this also applies to Question 8. It was done worse, and Question 7 better than expected with more intelligence than information, which is heartening. Few did both, which suggests that those who couldn't do one couldn't do the other.

Question 9 gave many special librarians, and others, an opportunity to be just condescending about public libraries, without making it clear whether they meant the State public reference libraries or municipal and shire public lending libraries, and instead of stating a type of library, if they thought that relevant, and getting on with the business. Some didn't seem to appreciate what was meant by uncatalogued; they talked about classified and dictionary subject cataloguing and may have thought that uncatalogued meant only no author entries. Many who made much of U.D.C. for its wonderful detail and scientific accuracy, obviously more read about than read, did not show any realization that even though 63 : 33 : 93 may tell a reader that a pamphlet in his hand is on Agriculture in economics in history, it does not index or arrange it under 33 or 93, and for all they told the examiner it might all be done with mirrors. There were also some curious guesses about Wilson's *Agricultural Index*.

Without Question 10 there would have been a lot more failures, and most who attempted it, which was almost all, got a saving mark out of it, not for their appreciation of the question raised by the quotation, but for their reference to the A.L.A. Rules. Candidates should not rely unduly on an arrangement question.

## R.3.—CATALOGUING AND CLASSIFICATION: PRACTICAL

The number of candidates (137) is 48 more than in 1954, and the percentage of passes (45.3%) 1.7 less.

The descriptive cataloguing was of a fair enough standard, the classification uneven, varying from intelligent to meaningless, sometimes in the same paper, and the subject entry for the dictionary catalogue quite bad in the majority of papers.

Points common to numbers of papers were:—

(a) *Descriptive Cataloguing*. The examiners feel that the study of cataloguing rules must be for many students an arid, confusing



and wearisome task, undertaken with little real knowledge of the types of material to which they apply, and, in the case of corporate bodies, of the nature of the agencies producing it. In Questions 1 and 3 the word "Institute" troubled many candidates. About half entered Question 1 according to A.L.A. Rule 135, interpreting Institute in the sense of a meeting, convention, conference, or such. The entry "Institutes" in the index to the A.L.A. Rules leads to this rule. They did not recognise the Institute of Petroleum as a society, although this application of the word is quite common, and had forgotten, or were not aware that the original name of the Library Association of Australia was the Australian Institute of Librarians. The warning given in Section B of this rule, about institutes that are departments of academic institutions, did not lead to any inference concerning the Imperial Forestry Institute, and most were apparently without knowledge otherwise of the comparatively frequent occurrence of this use of the word. A small group treated the two Institutes and the National Research Council (Question 5) as departments of government. From such indications the examiners were led to wonder whether greater experience in handling printed materials in some way or other, not necessarily in cataloguing them, and greater general knowledge are not major needs of many candidates who approach these papers.

Lack of clear thinking handicapped many others. In Question 4 latitude was allowed in marking, as no indication had been given in the paper itself of supposed "holdings". Most candidates who lost marks produced hybrids that were neither separate nor serial treatments. Notes added often revealed astounding interpretations as, for instance, the doubts of quite a few as to whether Sir Louis Sterling presented a library or a catalogue to the University of London (Question 2). Commonsense and grammar would rule in favour of the library. Alternative forms of headings indicated as "see also" references were quite common. Several candidates followed an alternative form by the direction, "see main entry", and it was impossible to decide whether they were referring to the heading

of the main entry, or believed that such references *referred* to entries.

(b) *Classification*. Excluding the 15 candidates who used U.D.C., there were 38 classifications for Question 1, 28 for Question 2, 31 for Question 3, 33 for Question 4, 35 for Question 5, and 40 for Question 6. In Question 6, they ranged widely from 333.7 to 994.3. About 33½% for Question 2 were at 820.8 or a variation of this number. Many placed Question 6 under any of about six subdivisions of 631.6 or 631.7, Farm Management — Reclamation — Drainage — Irrigation — Water Supply.

(c) *Subject Cataloguing*. Despite the Syllabus statement concerning Sears List, many candidates marked their papers with the edition used, and many more obviously attempted rather to push books forcibly under the headings available than to consider the nature and relationships of the subjects the books dealt with. In Question 1, the curious use by several of the subject heading, "Oil Burners", coupled with the classification 697, could be explained by an uncritical use of Sears, where the heading "Petroleum as Fuel (697)", with a *see also* to "Oil Burners (697)" refers to the heating of buildings.

The commonest faults in subject headings were lack of specificity and headings that were paraphrases of titles, or the explanatory notes given in the paper. Examples of the first were "Forests and Forestry" rather than "Afforestation", also "Botany—Ecology", "Agriculture—Economics" and "Reclamation of Land" for Question 3, and "Manufactures—Great Britain" for Question 4. Question 1 produced a large number of paraphrases such as "Transportation—Fuel and Lubrication", "Fuel and Lubrication Problems — Transport", "Petroleum, Uses in Transport". In Question 2, the candidates who had classified 820.8 almost invariably gave the heading "English Literature—Collections", although a Preliminary candidate might be expected to know better.

There were only a few papers in which subject references were handled with any competence. Many candidates do not understand the difference between direct and indirect references, or neglected to indicate which type they were using. Lists of head-

ings with the simple direction "refer from" were common. There was a general lack of understanding of the logical structure of references in a catalogue and of the relationship of subjects themselves, e.g.:

Deterioration of materials *refer from*  
Chemistry (s)

Transport *refer from* Aeronautics (sa)

Heathlands — Afforestation *refer from*  
Pine (sa)

Candidates who had paused to reverse the terms could probably have avoided making many of the senseless direct references that were listed under "Refer from", e.g., "Clothing Trade—Directories *refer from* Retail Trade (s)" (Question 4).

Of the candidates attempting a classified catalogue with U.D.C., 50% failed to satisfy the examiners. This was largely due to failure to appreciate that index entries must be specific, although unfamiliarity with the scope of the U.D.C. tables was an additional factor.

#### R.4(A).—GENERAL REFERENCE LIBRARIES

Many candidates expressed opinions which were not well founded in either experience or knowledge. Question 1 (Reference Books) was attempted by only five candidates, and then not always successfully, which would seem to indicate a basic weakness in the equipment of those intending to specialize in reference library work. Similarly, the answers to Question 8 (Book Selection) except for a few which were quite good, were of low standard as would indicate lack of sufficient experience or practical interest in those aspiring to the higher grades of reference library work.

Question 1: There was scarcely any attempt at a comparative assessment, although nearly every title included had a well-known counterpart. Also, Halsbury's Statutes of England was confused with Halsbury's *Laws* and the *International Yearbook and Statesman's Who's Who* was apparently almost unknown. Not one answer suggested that *Australian Public Affairs Information Service* covered Bills and Acts in the same way as *Public Affairs Information Service* does.

Question 2: There was little appreciation of co-operation beyond inter-library loan. Only occasionally did the knowledge of co-operation in Great Britain extend beyond

the National Central Library and ASLIB, and for Australia Pitt's *Catalogue* and the *Directory of Special Libraries* were the principal stock-in-trade.

Question 3: Only a few candidates showed any acquaintance with this aspect of library administration and even fewer with the problems or advantages of the various types of governing body operating in Australia.

Question 4: Most candidates had given this topical subject some thought, but there was little attempt to sort out ideas or to examine the question as a whole. Some of the bibliographical projects suggested were idealistic rather than practical and more emphasis could have been given to subject bibliographies.

Question 5: This was a straightforward question calling for familiarity with current library trends and an appreciation of all the functions of a reference library, including publication, reproduction of material, circulation of bibliographies and reading lists, etc. The general standard of the answers was higher than for most other questions.

Question 6: The weakness here was to confine discussion to the use of the catalogue in reference work and to overlook the broad functions of a reference library as a repository, a centre for inter-library loans, the resort of research workers, etc., for all of which an author catalogue is more essential than a subject catalogue.

Question 7: The answers to this question did not include any reference at all to the various keys to published series such as: *Titles in Series*, *Book Trade Annual*, *United States Government Publications Monthly Catalogue*, and so on. It is the availability of such tools that determines to a large extent the way in which any particular series will be treated. The serial publications of the United Nations and its branches and agencies, which constitute perhaps the greatest problem of the present time, were also completely ignored.

Question 8: There was more guess work evident here than was good for the credit of the candidates.

Question 9: All candidates had an answer to this question, but few of them were really comprehensive. There was a tendency to list academic and professional qualifications rather than the innate qualities necessary for reference assistants to be successful in

their work. The training suggested often neglected one or more features from the basic group of work manual, lectures, and experience in or knowledge of other departments of the library.

#### **R.4(B)—GENERAL LENDING LIBRARIES**

Too often the papers suggested an endeavour to answer the questions out of a very limited experience, not supported by much reading. A general weakness is a failure to plan an answer to a question and to marshal the arguments advanced.

Most candidates used Question 1 as a means of exhibiting their knowledge or ignorance of general library planning and did not address themselves to the particular problem posed.

Question 2 was attempted by almost all the candidates and was well answered. The majority of answers indicated that the candidates had been carefully tutored in this particular aspect of library organization.

Questions 3 and 4 did not attract many candidates and half of them failed to give adequate answers to these very straightforward questions.

Most of the candidates treated Question 5 as an opportunity to tell the examiner all they knew about library publicity and give scant attention to the composition of the Annual Report.

Question 6 was attempted by every candidate and, on the whole, was reasonably well answered, but some candidates argued the pros and cons of including fiction in a public library collection rather than its file lending.

In Question 7 few showed much understanding of branch staff requirements. Some advised a staff of nine or ten.

Question 8 was the oft asked regional library question, and answers were disappointing.

Question 9 raised essential problems in library administration, but with one exception the candidates had apparently given little thought to them.

#### **R.4(C)—UNIVERSITY AND COLLEGE LIBRARIES**

The proportion of passes to failures was the same as in 1954, but the average standard of the candidates who passed was not as high. As in 1954 the majority of the papers evidenced lack of reading, too much reliance

on knowledge and experience of the local library scene, insufficient preparation and little regard for the standards required in a professional examination.

Too many candidates showed only a limited grasp of the subject under discussion and failed to give the breadth of treatment required. Some papers showed a lack of ability in written expression and in two cases handwriting was so poor as to make the papers difficult to read.

Question 3 is worthy of special comment in that few of those who attempted it showed an intimate knowledge of recognized methods of study and research in a university or college library. Candidates did not deal with the various types of printed materials and their uses.

#### **R.5.—PROVISION, ADMINISTRATION, PROCESSES AND SERVICES OF SPECIAL LIBRARIES AND INFORMATION SERVICES**

Whereas factual and expected questions gained most candidates a fair pass, those requiring some thought and a little imagination were poorly answered. There was a tendency to describe the methods in use in the candidate's own library without much evidence that other methods were known and appreciated.

*Question 1:* Not all candidates showed an appreciation of the advantages of co-operative storage, and not many attempted any discussion of costs of microfilming, etc.

*Question 2:* This question was particularly badly answered. National aspect was not mentioned and costs of the undertaking and problems involved in union cataloguing not realised. Few candidates attempted any distinction between books and pamphlets.

*Question 3:* A few candidates discussed the general use of statistics and then set out in an orderly manner five types which might be of value. The remainder left it to the examiners to count if five types had in fact been discussed. In some cases choice of types of statistics was poor.

*Question 4:* Only six candidates attempted this question and of these only two gave satisfactory answers.

*Question 5:* Neither knowledge of overseas conditions nor imagination were shown.

*Question 6:* This was better answered than any of the other general questions but

the setting out was poor, with not very clear itemization and some repetition.

*Questions 7-9:* Two candidates only attempted these questions, and no general comments are suitable.

*Question 10:* Most candidates covered the general ground, but few discussed in a methodical way the various types of trade literature and the treatment suitable to each type.

*Question 11:* There was little mention of the costly nature of individual indexing.

*Question 12:* The question was well answered.

#### R.5I.—AUSTRALIANA

*Question 1:* Only one candidate adequately discussed centralisation difficulties and all failed to differentiate between published material and manuscripts and showed little knowledge of the latter.

*Question 2:* Only one candidate tackled this.

*Question 3:* The appreciation of difficulties and drawbacks of cuttings as well as their value was fair, but none discussed their subdivision.

*Question 4:* Little knowledge was shown of bibliographical aids.

*Question 5:* Only one candidate tried this. The answer hardly discussed wall space or classification.

*Question 6:* The problems of keeping manuscripts in order were hardly touched on.

*Question 7:* There was insufficient appreciation of the method and purpose of this type of bibliography as compared with standard library cataloguing and indexing.

*Question 8:* Most methods were covered.

*Question 9:* Care for the reader was given more emphasis than care for the material.

#### R.6.—HISTORY AND PURPOSES OF LIBRARIES AND RELATED SERVICES

The general remarks made by the examiners in their last report in the main still hold. Most answers were simply descriptive, at a level which could be expected in the Preliminary Examination. Even those candidates who showed a knowledge seemed unable if not unwilling to enter into discussion of it.

*Question 1:* With one exception candidates' knowledge of more than one State was not enough for them to make an intelligent comparison.

*Question 2:* Frequency of publication of both *Library Literature* and *Library Science Abstracts* was said to be from weekly to annual and descriptions of format suggested that some candidates had never seen either of them.

*Question 3:* One candidate's ideas of library services to staff stopped short at light reading "to fill the silent watches of the night"; others who did not express it quite so baldly had little more; and few had much idea of bibliotherapy, under any name.

*Question 4:* Few attempted to clarify the statement but plunged in headlong.

*Question 5:* Many candidates identified both the public library user with the general reader and the public library itself with the very small one.

*Question 6:* There was a fairly general but unsupported assumption that librarians do not produce bibliographies and many side issues of cataloguing rules and special library practice were dragged in.

*Question 7:* Existing services rather than obligations were stated, and there was little comparison either as between the libraries or between culture, science and education.

*Question 8:* Little knowledge was shown either of all the bibliographical and library work of UNESCO, or of any part of it.

*Question 9:* As in other questions there was description rather than discussion, and statements both explicit and implied that the difficulties speak for themselves.

#### R.7. — PRODUCTION, ACQUISITION AND INDEXING OF MATERIALS FOR RESEARCH

*Question 1:* Candidates were not expected to give a lawyer's interpretation of library deposit legislation, but most had only slight knowledge of even the main provisions of the various acts; and even for this some substituted discussion of the Commonwealth National Library as a bibliographical centre.

*Question 2:* The question was indexing and abstracting by libraries and librarians, not their use, which most candidates discussed.

*Question 3:* Most candidates identified censorship and security with moral censorship, as if they had never heard of the control of scientific information for national security reasons.



*Question 4:* Answers showed evidence of reading, but little of thought. Some did not stop to think that central storage in one library system is hardly co-operative storage.

*Question 5:* The few who attempted this showed little knowledge of even Cutter's rules in the original text, or could clearly explain the sub-heading which is common to Cutter's specific entry and Kaiser's systematic indexing.

*Question 6:* Research was narrowly identified with physical science in this question with less excuse than in Question 3, and there was little reference to the economic problems of publishing research material, as well as research itself, which make governmental contributions necessary.

*Question 7:* Really expert knowledge is not required but candidates should have more technical knowledge than most showed, and few showed that microcards are a method of publishing very miniature and therefore space-saving editions of books, rather than a method of duplication. Some candidates still do not know spirit, stencil and offset are not variations of one method, but three essentially different methods.

*Question 8:* Some candidates did not know what is meant by primary sources; others knew little of their past and present availability and some repeated what they knew of microfilm copying from Question 7.

*Question 9:* The question said proposals; many know only that associated with U.D.C.; yet D.C. was intended for uniform, if not universal, classification. L.C. was not proposed for either, as some candidates said, but they persisted in describing it in some detail.

#### **R.8.—PRODUCTION, PUBLICATION, HISTORY AND CARE OF BOOKS**

There is a tendency to rely on memorised accounts of technical processes, which are produced whether the question calls for them or not.

*Question 1:* This produced prepared information of a very general character on either MSS or early printing, much of which was irrelevant.

*Question 2:* Information was fairly well given on paper making, with little discussion of the effect of its mechanisation on book production, which was what was asked for.

*Question 3:* Candidates did not have prepared material on this question and showed thought, but insufficient knowledge of technical matters and what is done respectively by customer and printer.

*Question 4:* Except for Aldus there was little estimation of importance, and except for Lane the contemporary printers were left alone.

*Question 5:* Processes were known better than uses, and only one candidate took up the point that a letter press text and lithographic illustration cannot be done on the same machine.

*Question 6:* Answers were on the whole fairly satisfactory, though some "waffled" rather generally, and not all understood the question of reinforced library binding.

*Question 7:* Only the better candidates attempted this question, and all who attempted it did well, though better on the first part of it than the second (application to 18th century), e.g., none referred to the problem of collation created by the use of engraved plates.

*Question 8:* This question was perhaps anticipated, but the answers savoured more of idealism than of comprehension of practical trade problems.

*Question 9:* The answers to this question were generally fair, if lacking in detail and not always specific as to use.

#### **R.9.—ARCHIVES, WITH SPECIAL REFERENCE TO AUSTRALIA**

The remarks made by examiners in past years are still apt. Speaking generally, the candidates lack practical experience and adequate reading matter in the field of modern archives. Most candidates showed evidence of having ranged widely over the reading list, a few having read outside it.

Candidates would do well though to read the questions and plan their answers. Marks are not awarded for the inclusion of irrelevant information.

*Question 1:* Most candidates made no mention of non-public archives. Jenkinson's Manual had been read but not critically.

*Question 2:* Candidates knew more what than why.

*Question 3:* All candidates were right in assuming that bulk was one of the major problems in selecting records. No one considered the problem of co-ordinating and representing the wide range of research inter-



ests, both present and future, in disposal programmes.

*Question 4:* Most were able to give some indication of the structure of the modern record or archive group, but there was little adequate treatment of the effect of transfer of departmental functions and records despite the fact that Jenkinson covers this question in some detail and that a recent annual report of the Commonwealth Archives Committee discussed the problem in relation to Australia.

*Question 5:* There was generally no mention of the various types of inventories that have been developed, and some candidates had obviously never handled or prepared an inventory of any type.

*Question 6:* The examiners would have appreciated an examination of the possible use of the descriptive list in addition to the methods suggested by the candidates who otherwise answered this question quite well.

*Question 7:* Only one candidate answered this question and did it quite well.

*Question 8:* This was a question which was answered well where the candidate had done any reading on the subject at all.

*Question 9:* This was not attempted.

#### **R.10.—LIBRARY WORK WITH CHILDREN AND YOUNG PEOPLE**

*Question 1:* This question was fairly well done. Some candidates did not relate their answers to the quotation, while others gave lists of authors and books which they failed to assess sufficiently to pass any judgment between the 19th and 20th centuries.

*Question 2:* The first part of the answer was handled competently; co-operation was made a knotty problem.

*Question 3:* Some wrote vaguely about qualifications and training without making any specific or practical suggestions.

*Question 4:* Several considered a good book entirely from the point of view of popularity. Others made no mention of format.

*Question 5:* (i) Children's Book Councils: Few knew that New South Wales was not the only State in which a Children's Book Council existed.

(ii) Children as voluntary helpers are evidently not popular or are the librarians not competent to handle them?

(iii) Picture Files: There were some good answers despite the statement made by one candidate that picture files are inadequate, unless they contain 10,000 pictures!

*Question 6:* Too much emphasis was placed on library techniques and some answers contained enough material for a course of lectures at professional level.

*Question 7:* Answers dealt more with how to avoid reading unsuitable books than with encouraging readers to extend their range. The general opinion seemed to be that the provision of a separate room is the entire solution of the problem.

*Question 8:* Several candidates confused the term "book selection" with "reading guidance".

*Question 9:* In this popular question publicity methods were discussed competently on the whole.

*Question 10:* Answers to this question showed a knowledge of children's capabilities and of lesson construction not shown in Question 6, probably because the candidates doing it had teaching training.

*Question 11:* Little reference was made to aids to book selection.

*Question 12:* Several gave no reasons for their choice.

*Question 13:* Apparently candidates could not envisage a broad scheme for co-operation in book selection, class assignments or training in the use of the library.

#### **REGISTRATION EXAMINATION, 1956**

The Registration Examination, 1956, will be held from the 7th to the 20th November.

This date has been fixed by the Board of Examination, after consultation, to avoid any inconvenience which may be caused by the Olympic Games. It is emphasised that this is a special date for this year only.

There will as usual be one paper a day, the papers being taken in the order in which they are listed in the syllabus. In Papers R4, R5 and R10, where there are mutually exclusive alternatives, the alternatives in each case will be taken on the same day, at the same time.

## **Correspondence Courses ... L.A.A. Examinations**

### **REGISTRATION EXAMINATION**

**R1 Cataloguing and/or R2 Classification and Subject Headings**  
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**R5 Special Libraries and Information Services**  
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# Branches and Sections

## A.C.T.

The Branch held its annual general meeting on 27th February. The annual report surveyed the growth of the Branch and revealed that it had been growing steadily since its foundation in 1937. The Branch turned out to have a high "membership density", maybe the highest of all Branches, due to the great number of libraries concentrated in a relatively small area. Another highlight of the year was the adoption of a Branch constitution.

After the meeting Miss D. Penfold read a paper entitled "Experiences of an Australian Reference Librarian in London" in which she described the set-up of the reference library in Australia House in London, and illustrated by way of many, often humorous, examples to what a great extent the interest in Australia had grown; not only in England but on the Continent as well.

## New South Wales

The new year in New South Wales began with the Annual General Meeting held on 15th February in the Public Library of N.S.W. Some new names appeared on the list of councillors, and the usual reshuffling of duties and positions followed. Mr. C. Smith has been re-elected President and Mr. H. Peake, Treasurer, while the new names on the Executive are Mr. J. D. Fernon, Vice-President, and Dr. E. F. Kunz, Hon. Secretary. At the same time Dr. Kunz passed over the editorship of the *Library Staff News* to Mr. I. McNay. Mr. Seymour Shaw, formerly representative of the Shires Association on the Library Board, vacated this position, and is now the L.A.A. N.S.W. Branch's representative on the Board.

Among matters permanently on the agenda of the N.S.W. Branch are the development of Regional Branches and their future relationship with the State Branch and matters relating to programmes of General Meetings, including proposals for a General Conference of the Branch in the spring.

A Public Library Seminar was held by the Library Board during February. The idea for such a seminar originated from the N.S.W. Division of the Public Library Section and the success of the seminar fully justified the organising work done by the Board. Councils were represented by Aldermen, Committee Members, Town Clerks and Council Officers, and librarians and senior staff members of twenty-nine municipal and shire libraries from all over N.S.W. attended. Subjects discussed included the public libraries' relation to the Local Government set-up, public library finance, relationship of the librarian to council, and council officers, and other problems.

The next meeting of the Branch will be held in April, when Mr. R. Bretz, visiting American television expert, will address the audience.

## SECTION FOR LIBRARY WORK WITH CHILDREN AND YOUNG PEOPLE

### New South Wales Division

The New South Wales division held a general meeting in the library at Sydney Grammar School on 25th January, 1956. This was the first occasion on which the Division's January meeting, its main function for the year, had been held in a school library, and for this privilege members were greatly indebted to Mr. C. O. Healey, the headmaster of Sydney Grammar School, and to Mr. G. Cowdrey, the librarian.

About 80 persons attended throughout the day. They included representatives from the N.S.W. Education Department, the Library Board of N.S.W., teachers' colleges, shire and municipal libraries, also authors, booksellers, teachers and librarians from private, departmental and Catholic schools, and voluntary helpers from children's libraries.

The programme provided for a morning session and an afternoon session. The speakers in the morning were Mr. G. Cowdery, Sydney Grammar School, who spoke

on "Problems of Librarianship in the Private School", and Mrs. M. Roe, Tudor House School, whose subject was "Fiction in the School Library". At the afternoon session Mr. Eric Weinberger, who is in charge of display at Angus and Robertson, gave an address entitled "Selling Reading". Discussions and questions followed each session.

In his address Mr. Cowdery referred not only to the problems of library organisation, stock maintenance, repairs, etc., but also to problems connected with the construction of a library. This is an aspect of the subject with which he is quite familiar, having been closely associated with the planning and establishment of the present library at Sydney Grammar School.

Mrs. Roe, speaking on "Fiction in the School Library", stressed the value of fiction as a piece of educational equipment. She pointed out that in some libraries there is a tendency to place the good fiction in the classified sections, a practice which inevitably forces down the status of the fiction section.

The talk given by Mr. Weinberger on the subject of "Selling Reading" was illustrated by a number of large photographs showing book displays of various kinds. This speaker gave practical advice on background material, source of display material, position, purpose and duration of library displays.

At the conclusion of the meeting there was an opportunity for informal discussion over a cup of tea.

#### UNIVERSITY LIBRARIES SECTION

There has been a change in office-bearers owing to the resignation from the presidency of Miss M. M. Thompson before proceeding overseas on long service leave. Miss Beatrice Wines, B.A., has been elected President and Representative Councillor, and Miss Eileen Dinley, B.Sc., has been appointed to the office of Corresponding Secretary.

The first committee of the Section which took office from January, 1956, is as follows: Miss Edith Sims is Treasurer, and the other members are Mr. Harrison Bryan, Mr. D. H. Borchardt, Miss L. Semmens and Mr. N. Stockdale.

The Section puts on record its appreciation of the work of Miss Thompson in getting the University Libraries Section fully organised and established, and wishes her a fruitful and happy holiday.

#### CONFERENCE ON COMMONWEALTH, STATE AND INTERSTATE CO-OPERATION IN REGARD TO THE ACQUISITION, DISTRIBUTION AND USE OF 16mm. FILMS

Since 1945 there has been rapid development in the use of educational and documentary films throughout Australia, both for formal educational purposes in schools and in a general programme of adult education.

In the States this work has been undertaken by the respective Education Departments and specialised Government film agencies, usually set up within those Departments, while the provision of films for the Commonwealth Government and its territories has been a responsibility of the Commonwealth National Library.

The active encouragement and support of the Commonwealth through the Australian National Film Board and its executive authorities materially assisted the promotion of film activities in the States and its continued co-operation through the Commonwealth National Library has proved of mutual benefit to the Commonwealth and the States in the development of their film distribution programmes.

A conference of representatives of the Government film authorities and the Commonwealth and the States has now been convened by the Commonwealth National Library to provide an opportunity for discussion on all current aspects of Commonwealth, State and interstate co-operation relating to the acquisition, distribution and use of 16mm. documentary and educational films.

Among matters to be considered are: rationalisation of acquisitions; cataloguing procedures; lending conditions and machinery; preservation of historical films and the use of films in television. Conference will be held in Canberra on the 3rd and 4th April.



## Book Review Section

MARSHALL, John David. (Ed.)

*Books: Libraries: Librarians: Contributions to Library Literature. Selected by John David Marshall, Wayne Shirley, and Louis Shores.* Hamden, Conn., Shoe String Press, 1955.

"In order to share with other students and practitioners of librarianship the pleasures and profit to be derived from reading the pieces which make up this anthology, this book of, by, and for librarians has been compiled and published."

It is indeed a pleasure to read "Books, Libraries, Librarians"—and a profit.

After the jargon and the pseudo-science, and the repetition of so much professional literature, it is reassuring to find that librarians can write well, and that they do have something to say. The 40 contributors, with a few exceptions, are Americans, and the book stands as a measuring rod of the strength of American librarianship. Most of the contributions are reprinted from professional literature, and they range in time from 1780 to 1954. Much of the material is familiar but it has been given added significance by its arrangement. When we find ourselves asking just what libraries should do, the answer may be suggested in this book by Dwight Eisenhower, Ralph Ulveling or Pierce Butler.

When we are faced with the problems of book selection and censorship, we will find here pertinent advice from Carnovsky and Asheim, and the A.L.A.'s statement on Freedom to Read.

The section on Books and Reading—with Randolph Adams's warning on "Librarians as Enemies of Books"—is perhaps the best of the three sections.

Perhaps at first one may feel disappointed at the omission of some people. No Dewey? No Cutter? But, as the editor says, "perhaps that is another adventure and another book". Though missing from the list of authors these pioneers are present in the book and receive their proper homage from Wayne Shirley.

The articles by Harold Lancour and Archibald Macleish deal with the librarian's profession, and their contributions are not to be sneered at.

APRIL, 1956

But this book is in itself the most powerful argument that I have yet read for giving an affirmative answer to the question, "Is Librarianship a Profession?"

An Australian may be perhaps forgiven if he feels diffident about qualifying his statement with "at least in the United States".  
J.P.W.

AUSTRALIA—Parliament. *First Consolidated Index to the Papers Presented to Parliament 1901-1949.* Canberra. Government Printer, 1955. 279p. 16/6.

This index, which covers all papers presented to the first eighteen Parliaments, was compiled in the office of the House of Representatives. It consolidates five previous indices.

Each entry includes the paper number, the session in which it was presented and the appropriate page and volume reference to the bound set of Parliamentary Papers. For unprinted papers presented in the period 1901-1928 there are also page references to a special set of *House of Representatives Miscellaneous Papers* which is kept by the office of the House of Representatives. No other institution has a set of these unprinted papers in this form, but the majority of the papers would be preserved as separate items in the major Australian libraries.

The entries in the index are arranged under broad subject headings such as DEFENCE, ELECTORAL, and FINANCE. There are, however, copious cross references under more specific headings, including many under personal names. The reports of Royal Commissions are placed under their separate subjects with a full list of references under the heading ROYAL COMMISSIONS. On the other hand, Tariff Board reports are all placed together under TARIFF BOARD—REPORTS, with no references under the specific subjects. Being a work of many hands, the index inevitably contains minor inconsistencies in the form of the entries. Despite this it is a valuable reference tool and its appearance will be welcomed by all those who need to consult the Parliamentary Papers of the Commonwealth.

The index is itself a Parliamentary Paper (No. 100 of 1954-55) and it is published in unbound form.

#### SOME BOOKS AND PAMPHLETS ON LIBRARIANSHIP AND BIBLIOGRAPHY RECENTLY RECEIVED IN AUSTRALIA

- (List supplied by the West Australian Branch)  
 Association of Assistant Librarians. The Registration Examination. [Newcastle upon Tyne], A.A.L., 1955. 88p. bibliog. (Association of Assistant Librarians. Guides to the Library Association examinations).  
 Association of British Orientalists. A select list of books on the civilisations of the Orient; edited by W. A. C. H. Dobson. Oxford, Clarendon P., 1955. xii, 80p.  
 Bolton, H., and others. A selected list of books and articles on Japan in English, French and German. Rev. ed. Cambridge (Mass.), for the Harvard-Yenching Institute, 1954. xiv, 272p. Classified, with author, title and subject index.  
 British Broadcasting Corporation. British broadcasting: a bibliography. [New ed.]. Lond., B.B.C., 1954. [iii], 35p.  
 British Standards Institution. Universal Decimal Classification. 678 Macromolecular materials [rubbers and plastics], [and], 679 Industries based on stone and other processable materials. 4th international ed. Lond., B.S.I., [1954]. 35p. tables. (British standard 1000 [678/679]: 1954).  
 Current British directories: a comprehensive guide to local, trade and professional directories of the British Isles; compiled and edited by G. P. Henderson. Lond., Jones & Evans' Bookshop, [1955]. x, 240p.  
 Gardner, F. M., comp. Sequels incorporating Aldred & Parker's "Sequel Stories". 4th ed. [Lond.], Association of Assistant Librarians, 1955. [iv], 189p. Includes some non-fiction books.  
 International Union of Forest Research Organisations. The Oxford system of decimal classification for forestry: being the definitive English version as authorised by the Rome Congress . . . Sep., 1953. [Farnham Royal, Eng.], Commonwealth Agricultural Bureaux, 1954. 115p.  
 Leclair, L. A general analytical bibliography of the regional novelists of the British Isles, 1800-1950. Paris, Société d'Édition "Les Belles Lettres," 1954. 399p. map. (Collection d'histoire et de littérature étrangères).  
 Leeson, I. E. A bibliography of bibliographies of the South Pacific. Lond., Oxford U.P., 1954. x, 61p.  
 Library Association. North Midland Branch. Books for young people: Group 2: Eleven to thirteen plus. New ed. Lond., L.A., 1954. 127p.  
 London Library. Subject-index. Vol. 4: 1938-1953. Lond., The Library, 1955. xi, 801p.  
 London. University. School of Oriental and African Studies. Library. The Far East and South-East Asia: a cumulated list of periodical articles. May, 1954-April, 1955. Lond., The Library [1955]. vi, 50p.

- Manley, M. C. A handbook for library trustees. N.Y., Bowker, 1955. xi, 114p. bibliog.  
 National Book League. Library. Books about books: catalogue of the Library of the National Book League. 5th ed. Cambridge, U.P., for N.B.L., 1955. x, 126p.  
 Ranganathan, S. R. Heading and canons: comparative study of five cataloguing codes. Madras, Viswanathan, 1955. 298p.  
 Rothamsted Experimental Station. Library. Catalogue of serial publications in the library of the Rothamsted Experimental Station, 1953. Harpenden (Herts.), R.E.S., 1954. viii, 356p.  
 Tooley, R. V. English books with coloured plates, 1790 to 1860: a bibliographical account of the most important books illustrated by English artists in colour aquatint and colour lithography. Lond., Batsford, 1954. vii, 424p.  
 United States. Library of Congress. Science Division. Scientific and technical serial publications, United States, 1950-1953. Washington, L.C., 1954. ix, 238p.  
 Walford, A. J. A general introduction to the examinations and methods of study. [Newcastle upon Tyne], A.A.L., 1955. 80p. bibliog. (Association of Assistant Librarians. Guides to the Library Association examinations series).  
 Whitford, R. H. Physics literature: a reference manual. Washington (D.C.), Scarecrow P., 1954. 228p.

#### SHORT NOTICES

Two publications by Sections deserve special noting in the *Journal*.

- (1) From the Archives Section comes the first number of *Archives and Manuscripts*, which it is hoped to publish twice a month as an official organ of the Section.

Vol. 1, No. 1 includes two articles and full reports of Archival Committee Proceedings during the Brisbane Conference.

It is a pity that, for quite understandable reasons, such good material should appear in so unprepossessing a guise. Nevertheless, more power to the Section and the initiative it has displayed in this matter.

- (2) From the indefatigable Section for Library Work with Children and Young People, a *List of Periodicals of Interest to Children*.

A huge hello to yet another good piece of work by this Section with, again, a mild doubt as to whether even stencilled material could not be rendered a little more exciting to the reader by the exercise of some imagination.

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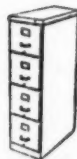
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